DOCUMENT RESUME

ED 224 232 EC 150 615

AUTHOR	Trohanis, Pascal L., Ed.
TITLE	TADS and Technical Assistance: Readings on System Design, Needs Assessment, Consultation, and Evaluation.
INSTITUTION	North Carolina Univ., Chapel Hill. Technical Assistance Development System.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE	82
NOTE	173p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Consultation Programs; Data Collection; *Delivery Systems; Demonstration Programs; *Disabilities; Early Childhood Education; Evaluation Methods; Models; Needs Assessment; Program Development; *Program Evaluation; *Technical Assistance
IDENTIFIERS	*Technical Assistance Development System

ABSTRACT

The document reviews the technical assistance process used by TADS (Technical Assistance Development System), a project to provide support to HCEEP (Handicapped Children's Early Education Program) demonstration projects serving young handicapped children and their families. Chapter 1, by P. Trohanis, focuses on a number of questions that people interested in using technical assistance in education should ask: what are the functions of a technical assistance (TA) system? how does TA work in education? what fields of inquiry have had an effect on the operation of present-day TA systems? how do I plan or refine a TA system? how has TADS structured its work with clients? and what has helped TADS achieve success? In chapter 2, T. Black et al. consider the concept of needs assessment in terms of what has been learned at TADS. The discussion is organized around three major topics--definition of needs assessment, development of needs assessment processes, and an example of needs assessment procedures. The focus of a third chapter (by P. Trohanis et al.) addresses the process of arranging for consultants to assist clients in terms of the different kinds of consultation; the skills involved, and the problems in the process. In a final chapter, T. Suarez and P. Vandiviere describe the technology behind evaluation according to a general model which involves three focus points (purpose of the evaluation, audiences and their information needs, and nature of the program being evaluated) and five design components (including evaluation questions/criteria and data collection procedures). Appendixes contain sample forms developed at TADS to evaluate TA services and a list of publications on TA developed under the auspices of TADS or its staff. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED224232

TADS AND TECHNICAL ASSISTANCE

Readings on System Design, Needs Assessment, Consultation, and Evaluation

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kennith Goin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC150615

TADS AND TECHNICAL ASSISTANCE

Readings on System Design, Needs Assessment, Consultation, and Evaluation

edited by

Pascal L. Trohanis

Principal Investigator: Pascal L. Trohanis
SEP Project Officer: Gary Lambour
Managing Editor: Kenn Goin
Typists: Debbie Creamer, Joan O'Brien, and Margaret Cox

Summer 1982

This book is published by the SEP-funded Technical Assistance Development System (TADS), a support system for eastern HCEEP Demonstration Preschool Projects and State Implementation Grants. TADS provides technical assistance to designated projects and states when it is requested and needed. TADS is located at 500 NCNB Plaza, Chapel Hill, NC 27514. The telephone number is (919) 962-2001.

This publication is produced pursuant to contract number 300-80-0752 from the U.S. Department of Education. Contractees undertaking such projects under government sponsorship are encouraged to express their judgment in professional and technical matters freely. Points of view and opinions do not, therefore, necessarily represent Department of Education position or policy. The enclosed selections are presented for information purposes only; no endorsement or claim of accuracy is made.

TABLE OF CONTENTS

Preface 1

Chapter 1

An Introduction to Technical Assistance and System Design by *Pascal L. Trohanis* 5

Chapter 2

Needs Assessment Processes by *Talbot Black, Joan Anderson,* and *Sonya Prestridge* 29

Chapter 3

Delivering Technical Assistance by *Pascal L. Trohanis, Michael P. Woodard,* and *James O. Cox* 67

Chapter 4

Evaluation: One Approach by *Tanya M. Suarez* and *Patricia Vandiviere* 91

Appendices 119

ABOUT THE AUTHORS

Joan Anderson is a Coordinator of Technical Assistance to demonstration projects for the Technical Assistance Development System (TADS).

Talbot Black is Associate Director of TADS.

James O. Cox is a Coordinator of Technical Assistance to demonstration projects for TADS.

Sonya Prestridge is a Coordinator of Technical Assistance to demonstration projects for TADS.

Tanya M. Suarez is Associate Director of TADS.

Pascal L. Trohanis is Principal Investigator and Director of TADS.

Patricia Vandiviere is an Evaluation Specialist at TADS.

Michael P. Woodard is a Coordinator of Technical Assistance to states for TADS.

Preface

In 1969, the Federal Government began to fund exemplary educational programs across the United States to help demonstrate better ways to serve handicapped youngsters and to stimulate local services to these children and their families. The programs were part of what's known today as the Handicapped Children's Early Education Program (HCEEP) -- a network of programs for children under age eight and their families, that is administered by the U.S. Department of Education. Within a relatively short time after funding, the very diversity of the programs and the complexity of their mission necessitated a different kind of support than mere dollars and sets of federal guidelines could provide.

The creation of HCEEP coincided with a growing national interest in an area called "technical assistance" (TA). External agencies, such as Leadership Training Institutes and Instructional Materials Centers, were being developed and supported with federal dollars to provide a variety of technical and other kinds of assistance to educators and diverse educational programs. The mission of these TA agencies was to nurture the success and effectiveness of the people and programs they supported by:

- improving administrative practices within the programs;
- developing staff skills;
- helping programs achieve their goals more efficiently;

° expanding the information available on particular areas of concern to the programs; and

° helping personnel at the programs share procedures and experiences.

In late 1971, a technical assistance system was authorized by the Federal Government to support the HCEEP demonstration projects serving young handicapped children and their families. This TA service was to offer responsive help based on the needs of the projects and their personnel. Assistance was offered in planning programs; producing products; replicating services; developing staff capabilities; evaluating program effectiveness; and facilitating networking and liaison activities among all the projects. The agency was called the Technical Assistance Development System or TADS -- a division of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

More than a decade later, TADS has acquired through experience a great amount of knowledge regarding how to offer technical help to clients. Much of this know-how is contained in this volume -- a sampler of the way TADS has approached the organization and operation of a technical assistance process. We hope others will be able to use our experiences to refine current services or to mold new and even better systems for the future.

About this Volume

This book is divided into four chapters and appendices. In the first chapter, Pascal Trohanis offers an overview of technical assistance and answers a number of questions that other technical assistance providers and system designers may ask about planning or refining a TA system. The second chapter, written by Talbot Black, Joan Anderson, and Sonya Prestridge, includes a discussion of ways to identify client needs and prepare TA agreements. It offers basic information on the current approaches to needs assessment used by TADS, and explores some of the considerations which should govern all assessments. Chapter 3, by Pascal Trohanis, Michael Woodard, and James Cox, concerns the delivery of assistance. It focuses primarily on one delivery method: "consultation." The ways consultation can be used, its various facets, and the consultation procedures that have worked best for TADS are detailed. In Chapter 4, Tanya Suarez and Patricia Vandiviere describe the technology behind evaluation. They focus on designing and conducting a TA evaluation -- such as the one used at TADS -- and explore the issues TA agencies must confront. The Appendices contain the numerous forms developed at TADS to help evaluate TA services. They also contain a list of publications on TA developed under the auspices of TADS or its staff.

This volume is intended to be used as a reference book on TA by two types of audiences:

1. TA system designers -- Professionals in public or private agencies who are developing a new TA operation or refining a current one aimed at serving the needs of people in educational settings, e.g., a school system, a school, or a state department of education.
2. TA providers -- Professionals in public or private agencies who provide support services to a well-defined clientele and would be interested in adopting or adapting TA practices and products developed by TADS. TA providers include consultants in state education agencies, specialists in intermediate education units, staff developers in local education agencies, project officers in federal agencies, colleagues in

TA systems similar to TADS, and professors in institutions of higher education.

Why TA?

Today, education in America is confronted by many challenges -- the flux of federal and state laws and mandates; the financial demands of special and bilingual educational services; an inadequate number of well-trained and competent teachers; diminishing resources; a renewed press for accountability and "the basics"; and, the implications of the new federalism for education in general. Technical assistance is capable of responding to these challenges and issues.

TA is innovative, responsive, and systematic. It helps people help each other by showing them how to support others in identifying and solving problems. It relies on information resources and on human expertise. It builds links between information and action. It combats institutional staleness and complacency by supporting positive outcomes in educational organizations and their personnel. Above all, TA helps organizations and their people meet the needs of those they serve.

Chapel Hill, N.C.
Summer 1982

Pascal L. Trohanis
Editor

1 *An Introduction to Technical Assistance and System Design*

by Pascal L. Trohanis

> A classroom teacher spends a month looking in school supply outlets for instructional materials to challenge his students. He is unhappy with what he finds. However, he needs materials quickly. Where else can he go for new ideas or for responsive and satisfactory assistance? Journals? His department chairman or colleagues? A former professor or master teacher?
>
> Ah, but wait a minute! He hasn't spoken with the resource specialist in the Teacher Resource Center of his school system. She may be able to offer a range of resource opportunities to satisfy his need....

In the simplest sense, the resource specialist will be acting as a technical assistant. She will be giving the teacher information that will help him do his work better -- assistance which he requested to help improve his teaching and the motivation of his students. As a technical assistant, the ultimate focus of her work is helping people solve (or improve their ability to solve) problems. She does her job by providing information or by linking people with other resources.

This chapter focuses on a number of questions that people interested in using technical assistance in education should ask: What are the functions of a technical assistance system? How does technical assistance work in education? What fields of inquiry have had an effect on the operation of present-day TA systems? How do I plan or refine a TA system? How has TADS structured its work with clients? What has helped TADS achieve success?

What Are the Functions of a Technical Assistance System?

--To provide the best available information, skills, "linkages," and guidance to a group of clients;

--To do so systematically and continuously over time;

--To address the primary needs of the client or the client's wishes for personal or organizational change, improvement, or enrichment.

Of course, all of these functions are governed by the resources and policy guidelines which support the existence of the technical assistance system. The system itself is created typically by law or via a funding agency mission statement (as is the case with TADS).

The way these functions are handled also will depend on the organizational relationship of the client and TA agent. For example, if client and agent are both within a larger organization, the role of the TA provider may be very specific. If, however, the agent is external or outside of the client organization, the roles may be more general.

The best available information. In education, a TA system must develop or have access to a very sophisticated base of information. This base permits resources, such as materials on test instruments or guidelines on how to use Individual Educational Programs, to be located and deployed as necessary. A TA system must also develop or improve the client's ability to plan, manage, and evaluate. It often must identify new human resources or promising practices. Finally, it may link clients with other people or new resources.

TA client. The service recipient(s) may be only one kind of specialist (e.g., a teacher); a group of people (e.g., everyone involved in early education); or, organizations (e.g., locally-based preschool programs for the handicapped). Likely clients for educational TA include: classroom teachers, principals, specialists (speech, medical, psychological), librarians, supervisors, itinerant staff, local school system central office personnel, and state education agency (SEA) employees. Possible client organizations include: school-building programs or model demonstration projects for school improvement.

Systematic and continuous response. To meet the client's needs appropriately, the TA agency must be relatively stable, have access to adequate information (and other) resources, and use responsive and systematic procedures in working with clients (consultation, printed materials, workshops, field visits, liaison and linkages, microcomputer networks, and so forth). This stability, the access to information, and the procedures must be a part of the TA system over a period of time in order to avoid inconsistency in the quality and quantity of services.

Personal or organizational change. The TA organization must choose goals to guide its work with clients. Goals may include the following: assisting a client in complying with a regulation; helping a client change; improving the client's situation; or enriching the client's present status. In education, these statements may mean the TA system will provide information to, or improve the skills of, particular clients (e.g., classroom teachers) so they can perform their functions better.

How Does Technical Assistance Apply to Education?

Whenever teachers, other specialists, or administrators feel they lack the skills or knowledge to solve problems or achieve stated program goals efficiently, it would be helpful if there were a central resource system for them to consult. Such a system could:

1. Assist teachers in exchanging information with other colleagues about classroom practices or educational materials.
2. Help principals plan and implement responsive staff development opportunities.
3. Assist regional education agency staff members in implementing an ongoing leadership training institute for local school system superintendents.

The list of functions of an educational technical assistance agency could be much longer. For example, TADS longitudinal evaluation data and that of other TA efforts suggest that TA can:

1. Help programs accomplish their goals better
2. Improve the skills of individuals
3. Increase the information available to individuals
4. Link clients with other professionals successfully
5. Facilitate better planning practices
6. Clarify organizational missions and designs (See Suarez et al., 1981.)

But one idea remains a key to all the functions: the agency provides help that is normally beyond the reach of the educator.

What Fields of Inquiry Have Had an Impact on the Operation of TA Systems?

TA has a history in many fields (agriculture, industry, mental health, etc.), and the contributions from each of them could fill volumes. But each field has used a variety of common and unique approaches to work with clients. Six primary areas have contributed the bulk of approaches used in modern educational systems:

1. Planned organizational change
2. Dissemination and diffusion of innovations
3. Adult learning and continuing education
4. Consultation
5. Policy development and implementation
6. Technical assistance

1. Planned organizational change. As stated earlier, TA must be planned to achieve the client's goals or much of the help given probably will lack focus and, ultimately, yield few results. From those people who deal with helping organizations change, we have garnered the ideas of:

a) mutual (between "change agent" and client) diagnosis of problems and setting of goals

b) the importance of sharing power and decision-making with clients

c) open communication

d) trust building

e) using external (outside the client agency) human resources to catalyze the change procedure

[See: Bennis (1969), Schmuck, Runkel, Arends, and Arends (1977), and Miles (1980).]

2. Dissemination and diffusion of innovations. This area has given us ways of placing new procedures or tools in the hands of clients. Professionals in this area have given us methods:

a) to define needs and organizational characteristics

b) to develop profiles of the kinds of clients to be contacted for particular innovations

c) for devising a mix of communication strategies to reach clients (e.g., personal contact, media, printed material, training workshops, etc.)

d) for creating solutions via change agents

e) for evaluating solutions

f) for ending contact with clients (exit procedures)

[See: Havelock (1973) and Rogers and Shoemaker (1971).]

3. Adult learning and continuing education. Since clients of TA are usually adults, this area has been an invaluable source of information on how to help adults work more efficiently and learn. We have taken from this area:

a) ways to develop organizational climates that are conducive to change

b) ways to use the cycle of mutual planning, needs assessment, formation of objectives (to satisfy needs), evaluation of outcomes and rediagnosis of needs (after the first intervention) to work with clients

c) learning contracts

d) the importance of continuity in intervention

[See: Knowles (1978) and Knox (1980).]

4. Consultation. Since consultation is a primary component of most TA systems (Chapter 3), it is important that it be implemented carefully and monitored closely. This field has given us:

a) ways to analyze and clarify needs (preconsultation)

b) methods of preparing for consultation (preconsultation)

c) ways to plan initial contacts (preconsultation)

d) guides for using different consultant styles

e) methods for employing summarization, evaluation, and follow-up activities to make the effects of consultation more durable

[See: Lippitt and Lippitt (1978).]

5. Policy development and implementation. The written and oral agreements that allow a TA agent and a client to work together successfully are critical preliminary activities in any TA operation. This area has been important in supplying ideas about:

a) institutional arrangements

b) operational procedures

c) organizational administration

d) how to use people to implement TA policies

[See: Baker, Michaels, and Preston (1975).]

6. Technical assistance. Professionals working in this field have synthesized the foregoing in various ways and arrived at some more or less new ways of:

a) structuring TA systems

b) delivering assistance

c) assessing needs

d) evaluating technical assistance programs

[See: Reynolds (1975) and Clifford and Trohanis (1980).]

How Can I Create a TA System?

First, investigate! It is critical to know what your expectations are, why (precisely) you want to create a system, and the need for the agency before you begin to plan, much less implement, the system. The twelve questions which follow are designed basically to help you investigate this enterprise. As you will note, each question will give you another angle from which to examine the central issue: The building or refining of an ongoing, responsive, and successful system. With the help of the Considerations/

Possibilities sections, found at the end of most questions, make a list of the characteristics of the TA system you envision. This list will include many of the factors you need to consider when you begin planning.

Second, plan! With this list in hand, you can move to the challenges of planning. Put your ideas on paper. (See pp. 22-23.) Then discuss and refine your TA plan with the help of others. Establish priorities among the key aspects of your system. And finally, pinpoint the action steps necessary to move the design off the drawing board and into actual practice.

1. Questions: Who has called for the establishment of a TA operation? Who, financially, will support the assistance?

The impetus for this effort must come from and be supported by some source. Did a state education agency mandate intermediate unit TA services to a group of local school system clients? Did classroom teachers persuade local administrators to support TA by providing resources? Was a new law adopted (e.g., a special education service mandate or quality assurance standards for teachers) by the state legislature that allowed TA to be designed and delivered by institutions of higher education to local school systems? Know exactly who will sponsor and finance the TA effort and try to grasp their expectations for the undertaking.

CONSIDERATIONS	POSSIBILITIES
Authorization for TA	Mandate -- No Mandate
Support for TA	From Administrative Agency -- From Clients
Funding Source for TA	Permanent -- Temporary
Amount of Funds	Large -- Little

2. Question: Why do I want to provide services to this particular client group?

Beyond the mandate, examine your motivation for providing TA. In education, at least some humanitarian concerns must be present. But there are probably reasons that go beyond a heartfelt need to serve. Perhaps your proposed TA operation can offer a group of clients better services than anyone else because of your past in-service training experiences. Perhaps TA will enhance your agency's visibility. Perhaps you can provide more services than anyone else. Perhaps you were asked by clients to help. Perhaps TA is a way of earning money to help keep your organization afloat. The possible answers to this question are multitudinous.

3. Question: What kinds of past, present, and future considerations must be addressed before designing and implementing a TA enterprise?

PAST: Is there a prior history of TA? If TA was available, how was it organized and financed? How satisfied were clients with the TA? Did it indeed foster desired individual and organizational change, improvement, or enrichment?

PRESENT: What needs exist today to warrant a TA effort? Are data available to buttress this need? Who is to sponsor the TA effort? What are the social, political, legal, and economic contexts within which the TA system will operate?

FUTURE: What is the long-range expectation of this TA and will the benefits justify the costs? Who will be involved in the initial planning of the TA effort? In the decision-making about it? In creating timelines for getting the process started and completed?

4. Question: What is my philosophy toward TA?

Every organization carries out its work with some guiding ideas. The ones which guide TA agencies may vary widely from one agency to another. For example, one agency may have a responsive philosophy (its personnel try to respond primarily to needs identified by clients) while another may be more directive (its personnel determine client needs and how they will be addressed). Some TA may be intended to enrich the client's overall ability to operate while having relatively little impact on any particular deficit or problem area in the operation.

CONSIDERATIONS	POSSIBILITIES
Approach to TA	Responsive -- Directive
Orientation to Client's Needs	Deficit Model -- Enrichment Model

5. Question: Who are my clients ?

The clients, their characteristics and needs, must be relatively clear before a responsive system can be designed. In other words: It is important to know precisely who needs services, to have a feel for the kind of services required, to determine the degree of marketing of the TA effort which may be necessary depending on the openness and receptivity of the clients, and to have a sense of the benefits of the assistance for the clients. For example: Will clients receive any academic credit as a result of the assistance? Will their time away from work during any training be covered?

CONSIDERATIONS	POSSIBILITIES
Client	Individuals -- Organizations
Client Participation	Mandatory -- Voluntary
Marketing TA to Clients	Not Necessary -- Necessary
Course/Certification Credit	Available -- None
Other Participation Compensation	Released Time, Substitutes -- Not Available

6. Question: How do I want to come across to clients?

Who will introduce you to clients? Will your agency handle all initial contacts or will these be the prerogative of the TA sponsor? Will you use a soft or hard sell approach with clients?

Do you want to be seen merely as a provider of technical help? Do you want to be seen as a friend, advocate, or counselor? Do you want your people to be seen as experts? Do you want the TA system to be seen as an organization or as a group of people? Do you want the client to feel that you have helped him be more self-sufficient and autonomous in certain areas? Do you want to be seen primarily as a broker who can connect the client with other resources -- human or material? The way you answer all questions concerning your role ultimately will affect the receptivity of clients to your help. Your credibility, the level of trust in your relationships with clients, the way you deliver assistance, and the kind of assistance you deliver -- depend upon your answers to this question.

CONSIDERATIONS	POSSIBILITIES
Client's View of TA Role	Supportive -- Regulatory
Basis of Client Relationship	Personal Rapport -- Professional Expertise

7. Question: What kind of impact on the clients do I want to achieve via TA?

Do you want to give your clients all the help they will need to function successfully? Or, do you want, more simply, to supplement the assistance they receive from others? Do you want to foster client growth in one area (e.g., knowledge, skill development, product development, etc.)? Do you want to help clients learn to be better planners or do you, more simply, want to help them comply with new state regulations? Do you want the organization of the client's staff to be more productive and efficient? What you intend to achieve, in fact, may change once you begin operation. But it is important to begin your work with an idea of the "impact" you wish to have upon clients.

CONSIDERATIONS	POSSIBILITIES
Impact of TA	Individual Change -- Organizational Change
Scope of TA	Narrow Focus -- Comprehensive
Amount of TA	Heavy -- Light

8. Questions: What is the substance of the TA services that I can provide? How are needs identified?

The substance of your TA must be delineated. For example, will you deal with curriculum, teaching techniques, media and materials, special services, counseling, discipline, cultural awareness, program design, testing, or administration? Once the areas for assistance have been identified, ways to determine the client's needs in each area must be devised. Needs assessment is the focus of Chapter 2.

CONSIDERATIONS	POSSIBILITIES
Substance or Content of TA	Specified -- All Areas
TA Needs Assessment	Individualized -- Group
Access to Other Resources	Many Links -- Few Links

9. Question: How do I want to deliver services?

The ways are limited only by your imagination. You can design and use printed materials, audiovisual materials, conferences, and workshops. You can have clients visit and learn from other programs. You can act as liaison -- connecting the client with other professionals or materials. Or, you can provide personal consultation to clients yourself. This may be done on-site or via the telephone and mails. You can set up courses. Your staff may deliver all or some service themselves, or they simply may arrange for services to be delivered by professionals outside of the TA agency. If your staff delivers services directly, they must be knowledgeable in the substantive areas of concern to the client. On the other hand, if they act as brokers of services (they identify professionals or materials to help the client), their knowledge of various areas can be more cursory. (See Chapter 3.)

CONSIDERATIONS	POSSIBILITIES
TA Providers	TA Agency Staff -- Outside Consultants
TA Staff Composition/Organization	Process People -- Content People
Client Contact with Agency	Face-to-Face -- Distant (Phone, Mail)
In-service Training for TA Providers	Available -- None
Delivery Strategy	One Primary Mode -- Multimodal

10. Question: What about evaluating the TA services?

It is very important to evaluate the TA services provided to clients. Two major strands of systematic activity should be designed and undertaken. The first is a formative one wherein information is collected and used so as to improve the TA system itself. The second one deals with summative evaluation -- information that is acquired and used to demonstrate the effectiveness of the TA system. (For more on TA evaluation, see Chapter 4.)

11. Question: What is the amount of TA available to clients?

Financial limitations should guide decisions on the level of TA allocated to each client as well as on the scope and intensity of the TA. Disregard of these limitations may jeopardize your relationship with both the client and the sponsor of the TA effort.

CONSIDERATIONS	POSSIBILITIES
Clients Receiving TA	Designated Staff -- All Staff
Cost	Free (TA Program Pays) -- Charge (Client Pays)

12. Question: How do I organize the TA effort and what policies and procedures are needed?

Once the preceding questions have been considered, a TA planner must attend to setting up the system and making it operational. Some of the important details include:

a) Name and introduction: What will the TA system be called? How will it be introduced to clients?

b) Locale: Where will the system and staff be located -- in one place or in many? Will staff be close to clients? Where will TA be delivered?

c) Budget and payment: The budget and procedures to pay for the day-to-day operation of the TA system need to be finalized.

d) Materiel: Materials, equipment, and furnishings must be acquired.

e) TA staff organization: The staff's size, leadership, composition, and expertise must be determined before hiring occurs. This means that job descriptions, recruitment policies, salary schedules, and lines of authority must be prepared.

f) Reporting requirements: These requirements and the people and agencies who should receive reports of TA expenditures and activities should be pinpointed before opening the agency's doors.

g) Talent and resource bank: This information file must be assembled early. It may take the form of a card or computerized file of materials and professionals who serve the substantive areas of concern to your clients. It may be organized alphabetically, by region (geographic), by substantive area, by consultant availability, by school building location, etc.

h) Protocols for contacting and working with clients: These structures may be determined by your mandate or may be the prerogative of the agency staff. Will you use forms in planning services with the client and identifying TA needs? Will you use contact sheets to keep track of liaison activities?

i) Evaluation: A good design for evaluating the agency's work is important at the beginning, because it will help pinpoint periodically any needs to improve the operations of the organization.

j) Fee schedules: These lists may be developed by the TA agency or its funding source. In any event, fiscal limits will certainly dictate the levels of payment to consultants and the amounts paid for other services provided by the agency.

k) Travel reimbursement policies: Sometimes the TA agency pays for a consultant to visit a client, for a client to visit another program, or for an agency employee to journey to another locale. Who pays when (before or after the travel) and how much must be clear.

CONSIDERATIONS	POSSIBILITIES
Organizational Setting for TA	Within IHE/LEA/IEU/SEA -- Outside IHE/LEA/IEU/SEA*
Locus of TA Activities	Single Unit (School Building) -- Multiunits (Many Schools, Counties, Regions of State)
Accountability/Reporting	Regularly and Data-based -- Occasionally and Narrative
Proximity to Clients	Close -- Far Away

All of these questions have been transformed into guidelines for planning in Figure 1, a TA Planning Worksheet. If you are able to fill in responses to the twelve guides, you are well on your way in the planning process.

What Is TADS Plan for Delivering Assistance?

Over the decade of its operation, TADS has used these and other questions to plan the program of technical assistance it offers to clients. Each year has brought new questions. These twelve, however, are basic to agencies just starting out, as well as to well-established TA programs in the process of refining their systems. The plan used by TADS is shown in Figure 2, p. 24.

---

*IHE - Institution of Higher Education
LEA - Local Education Agency
IEU - Intermediate Education Unit
SEA - State Education Agency

FIGURE 1
TA Planning Worksheet

(Answer each question fully; use additional paper as necessary.)

1. Describe the impetus for your TA agency (people, organizations): ______

____

Detail financial support: ________________________

____

2. List reasons for providing TA service: ________________

____

3. List other TA organizations in this field; describe them; describe their track records: ____________________

____

Try to describe political, legal, and economic contexts within which your system will operate: ____________________

____

List all persons and agencies to be involved in TA planning : ______

____

____

____

4. Describe your TA philosophy (enrichment, deficit; responsive, directive; etc.): ____________________________

____

5. Describe client(s): ____________________________

____

____

FIGURE 1 (Continued)

6. Describe the image you wish to have with clients: ____________

____

7. State the long- and short-range impact you wish TA to have on clients:

____

____

8. List substantive areas in which TA will be provided. Explain how client's needs in these areas will be identified: ____________

____

____

9. Describe ways you will deliver assistance: ____________

____

____

10. Describe evaluation plans: ____________

____

11. Detail, in dollars, the approximate amount of TA to be available to clients each year: ____________

____

____

12. List ideas for name of agency; for location; materiel; staff organization; development of talent bank: ____________

____

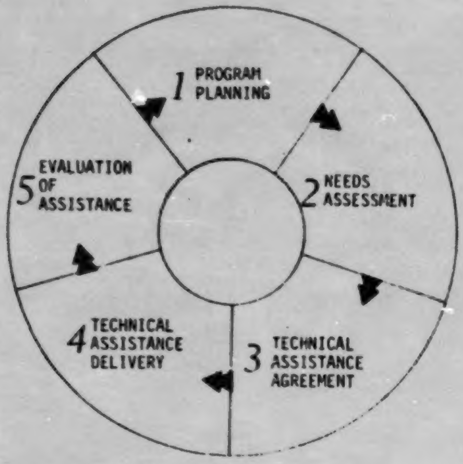
List agency and people you must report to: ____________

____

Develop schedule of fees for TA service: ____________

____

FIGURE 2
TADS Technical Assistance Model


1 PROGRAM PLANNING
2 NEEDS ASSESSMENT
3 TECHNICAL ASSISTANCE AGREEMENT
4 TECHNICAL ASSISTANCE DELIVERY
5 EVALUATION OF ASSISTANCE

1. Client has mission and plan. Before any technical help can be provided, the client must be clear about the goals of his or her own operation. If objectives and a plan for operation are sketchy, help in planning may be necessary. However, TADS offers help in this area only when requested by the client. Once the client has developed a plan, it is possible to decide on the other kinds of assistance needed or desired in order to fulfill its mission.

2. TA agency and client assess needs. At this juncture, we assume that the client is aware of areas in which assistance would be desirable. Of course, it is possible that the client is unwilling to pinpoint areas of need or feels that no assistance is required. However, in TADS experience, free help makes the client more approachable than when the assistance is for sale. Consequently, TADS usually has little difficulty in working with clients to pinpoint areas in which their organization's work, growth, or development can be supported. (See Chapter 2.)

3. TA agency prepares agreement with client. This step is the logical follow-up to the assessment of client needs. TADS has found it invaluable to have a memorandum of agreement with the client on: (1) what will be done by each party, (2) when it will be done, and (3) the way the assistance will be evaluated. At TADS, this written letter of agreement is highly flexible and is allowed to change, within reason, as the client's needs change. Also, the document is one way TADS accounts for the use of its resources. (See sample agreement in Chapter 2, p. 63.)

4. TA agency delivers assistance to clients. Delivery may take many forms. At TADS, the most common, satisfying, and highly rated (by clients) form of delivery is face-to-face consultation by an expert in an area in which the client has requested assistance. This consultation is usually rendered by the expert at the client's location. (Refer to Chapter 3.)

5. TA agency and client evaluate services. It is in the interest of the TA agency as well as the client to determine the effectiveness of the "help." Evaluation of the agency's work is the only way to avoid repeating mistakes (e.g., a poor consultant), to improve services, and to satisfy clients. At TADS, written questionnaires are often used to determine the client's satisfaction with the technical assistance services received. (More about this topic can be found in Chapter 4.)

Are There Any Guidelines for Success in Using This or Other Schemes?

Yes. The guidelines are goals for a TA agency to work toward.

- Build a trusting relationship with clients.
- Develop a system of operation.
- Define clients carefully.

- Build an ongoing system of communication between client and agency.
- Be clear about results expected for clients.
- Develop as many different delivery mechanisms as necessary.
- Provide help in a timely and cost-efficient manner.
- Seek to identify or develop and deploy the best available information, skills, and guidance.
- Maintain administrative, client, and financial support.
- Employ people who are competent, communicative, energetic, and flexible.
- Produce benefits that justify costs.
- Be client-centered.
- Provide the TA staff with access to in-service training to improve knowledge, skills, and attitudes.

As you begin to plan or refine your TA system, keep these goals firmly in mind. While they are not always achieved easily, they are within the grasp of those agencies operating within a well-planned framework...a framework such as the one you are about to investigate in this text.

BIBLIOGRAPHY

Baker, R., Michaels, R., and Preston, E. *Public Policy Development*. New York: John Wiley and Sons, 1975.

Bennis, W. "Theory and Method in Applying Behavioral Sciences to Planned Organizational Change." In W. Bennis, K. Benne, and R. Chin (Eds.), *The Planning of Change*. New York: Holt, Rinehart and Winston, 1969.

Clifford, R. and Trohanis, P. (Eds.) *Technical Assistance in Educational Settings*. Columbus: Ohio State University Press, 1980.

Havelock, R. *The Change Agent's Guide to Innovation in Education*. Englewood Cliffs, NJ: Educational Technology Publications, 1973.

Knowles, M. *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing Company, 1978.

Knox, A. (Ed.) *Teaching Adults Effectively*. San Francisco: Jossey-Bass, 1980.

Lippitt, G. and Lippitt, R. *The Consulting Process in Action*. La Jolla: University Associates, Inc., 1978.

Miles, M. "School Innovation from the Ground Up: Some Dilemmas." *New York University Education Quarterly* 11(1980): 2-9.

Reynolds, M. (Ed.) *National Technical Assistance Systems in Special Education*. Minneapolis: Leadership Training Institute/Special Education, University of Minnesota, 1975. (ERIC Document Reproduction Services No. 121009)

Rogers, E. and Shoemaker, F. *Communication of Innovations: A Cross-Cultural Approach*. New York: Free Press, 1971.

Schmuck, R., Runkel, P., Arends, J., and Arends, R. *Second Handbook of Organizational Development in Schools*. Palo Alto: Mayfield Press, 1977.

Suarez, T.M., Vandiviere, M.P., and Scroggs, C.L. *TADS Evaluation Report for Year Four*. Chapel Hill, NC: Technical Assistance Development System, University of North Carolina, 1981.

2 Needs Assessment Processes

by Talbot Black, Joan Anderson, and Sonya Prestridge

Determining the assistance that a client requires to be productive is a critical part of a technical assistance (TA) agency's work. The right services and resources can be provided only if the agency has knowledge of the client's needs. This knowledge can be garnered through a process called "needs assessment."

In this chapter, we have considered the concept of needs assessment in terms of what we have learned at TADS over the last decade. We have organized the ensuing discussion around three major topics:

1. Definition of needs assessment -- A question-and-answer discussion of what this process means in an organization providing technical assistance to clients in educational settings.
2. Developing needs assessment processes -- The influences which shape the way the assessment of client needs is conducted.
3. Example of needs assessment procedures -- A description of the influences that have shaped the development and implementation of the TADS needs assessment process.

DEFINITION

What Is Needs Assessment?

In technical assistance, it is a set of processes that help the client and the TA provider interact to determine the kind of assistance to be given the client. It always involves deciding the kind of help needed and usually the way the help will be provided.

It also involves an exchange of commitment. By conducting an assessment, the TA provider is promising to help the client meet one or more specific needs. The client, by allowing the assessment, makes a commitment to receive and, if appropriate, to use the assistance in his or her educational program.

Why Is Needs Assessment So Important in Technical Assistance?

It is usually the pivotal event in the process of providing TA. Most initial contacts between client and TA provider prepare for assessment, and virtually all interactions subsequent to the assessment are shaped by it. The decisions concerning what needs exist, which are most important, how they will be met through technical assistance, when TA services will be provided and to whom and in what ways, guide the rest of the technical assistance process.

Needs assessment also provides a critical opportunity for clarifying important issues in the ongoing working relationship between the TA provider and the client. The manner in which these and similar issues are dealt with greatly influences the success or failure of technical assistance, and it is during needs assessment that they are faced most directly. These issues include:

1. How are decisions and the process of making decisions to be shared?
2. What types of commitments are possible and/or necessary from the parties involved?
3. What levels of effort are necessary and reasonable to expect from the TA provider and the client?

The needs assessment experience often shapes attitudes for both client and TA provider that tend to persist over time and affect the delivery of technical assistance. Attitudes about each party's professional competence, trustworthiness, accessibility, flexibility, and integrity often influence future interactions as TA is provided.

Where Does Needs Assessment Fit into the Process of Providing Technical Assistance?

A TA provider usually adopts a cyclical approach to providing technical assistance. That is, the TA provider seeks to serve clients through a series of steps that build upon each other and lead routinely back to a starting point for planning further assistance. (See Chapter 1, p. 24.)

Needs assessment is an early step in such a process, but it is not the first step. Before technical assistance needs can be explored, the TA provider must understand the client's basic mission and how that mission relates to the TA agency's own role and purposes. The TA provider's role, generally, is to assist its clients in fulfilling their missions, but not to take over or supplant the client's efforts.

Once a mutual understanding of mission and roles is established, needs assessment is the next step in the TA cycle. It determines specific needs that the TA provider will help the client address, and helps develop plans for how those needs will be met. Plans are usually formalized through a written agreement.

Next, technical assistance services are delivered, responded to by the client, and then evaluated by the client and the TA provider. At this point the client may have new plans and needs as a result of the TA provided or other program developments, and the cycle begins again.

The *primary goal of needs assessment* is a plan for the delivery of appropriate and needed services of benefit to the client's program. But the assessment itself may also be a service. The client may find that it has helped in clarifying goals and objectives and in revising program plans, or that certain needs which might not have been discovered without an assessment can easily be addressed by the client's own staff without technical assistance.

What Is a Technical Assistance Need?

All client needs are not necessarily technical assistance needs. The term *need* is used in education in several contexts. Black (1980) offers a definition of a technical assistance need by describing three levels at which needs can be understood:

> Need may refer to broad programmatic concerns that are permanent and on-going. For example, as long as there are handicapped children there will be a *need* for special education. Need is also used to describe the difference between an organization's current status and its desired status. In this context *needs* are equivalent to an organization's goals and objectives, e.g., the need to increase the number of handicapped children receiving special education services from the organization. Finally, need can refer to specific tasks or activities an organization must undertake in order to accomplish its goals and objectives. For example, the organization may have a *need* to plan, implement, and evaluate a "child find" system in their community. When the organization cannot accomplish a task or activity using its own local resources, and/or could benefit from "outside" support, an organization's need becomes a technical assistance need (p. 38).

This definition has implications for designing needs assessment processes. It suggests that TA needs are best identified through a review of specific tasks and activities, both current and future, rather than by focusing on the client's broad goals. It also suggests that the client's own resources for meeting a need should be considered when deciding which needs are appropriate for technical assistance. Finally, it implies that both client and TA provider should have a mutual understanding of the scope and level of needs appropriate for technical assistance. Without that common understanding, it will be difficult to develop agreements and form realistic expectations for the assistance.

In What Ways May Needs Assessments Be Conducted?

There are many options, some of which include:

1. On-site needs assessments. An individual needs assessor (or perhaps a team) who represents the TA provider visits the client's program. Typically, the needs assessor meets with relevant client staff, following a planned agenda, to review program operations and plans and identify technical assistance needs.
2. Telephone needs assessments. Client and TA provider, through a series of telephone contacts, explore needs and develop plans for TA services. (Usually this method also involves some exchange of materials through the mail.)
3. Group meetings. Several representatives of client programs are brought together to explore common and/or individual program needs through a group process led by the TA provider. This may take one meeting or several.

4. Self-assessments. Client programs are sent materials and instructions for conducting their own needs assessment without the direct help of a needs assessor. Clients return completed materials to the TA provider who, in turn, negotiates plans for providing technical assistance based upon results.
5. Mailed surveys. All clients receive a questionnaire designed to identify needs or interests in certain areas. The TA provider compiles results and develops TA plans accordingly.

DEVELOPING NEEDS ASSESSMENT PROCESSES

This section identifies several considerations to be taken into account when designing and implementing the needs assessment processes. The considerations are separated into three major divisions:

Givens -- These items are true and not subject to change. Givens for both the TA agency and the client may be determined by a funding agency or other designated authority.

Philosophy -- The items in this area concern the TA provider's understanding of his or her role and the basic approach to be used with clients.

Practice -- These items relate to the practical aspects of designing and implementing a technical assistance needs assessment. Many of the items are influenced by the "givens" and "philosophy."

All items are presented here in a question format, since they are, in fact, questions that the TA designer or provider must ask and answer as needs assessment processes are developed.

Givens

Usually, before the TA system is put into operation, the characteristics of its clients, the range of its authority, and its financial resources and constraints are established.

Clients. The first set of questions relates to givens concerning the people who receive the assistance:

1. Who are the appropriate clients for TA services and who are not? How many clients or potential clients are there? How many can (must) the TA provider serve? Are clients operating established programs or starting new programs?

2. Which individuals from client programs must be involved in the determination of needs and TA plans?

3. What are the general missions and goals of the clients? Which mission and goal areas are valid for the TA provider to explore during needs assessment and which are not?

4. What has been the past experience of the clients with TA services? What attitudes and concepts about working with a TA provider are likely to be present in clients based on prior experience (or lack of it)?

TA provider. The second set of questions concerns the specific requirements that may be placed upon the TA agency, especially if it is supported by or is a part of a government agency:

5. In addition to providing help, is the TA provider responsible for monitoring and evaluating its clients, including reporting its findings to agencies that govern client programs and funding?

6. Are there limits to client program areas that can be considered during the needs assessment?

7. Can the TA provider and the client(s) confirm TA needs and plans among themselves, or must needs and plans be approved by another agency?

8. Are clients required to use the services of the TA provider (including participation in needs assessment), or is participation voluntary?

9. Does the TA provider have the option of using a variety of methods for conducting needs assessments, or are specific methods (e.g., on-site consultation, group meetings, mailed surveys) required?

10. Does the TA provider need to obtain clearance on needs assessment materials and procedures before they can be used?

11. Are there requirements for reporting needs assessment results to any parties other then the client?

Financial resources. Often the most constraining "given" of all is finance:

12. Who pays for the TA provider's services. Is all or any part of the TA paid for by the client?

13. What control does the TA provider have over how financial resources are used? What control may be exercised by the client? What control may be exercised by an external funding agency?

14. How much money is there to support TA services? How much money is there to support needs assessments?

Philosophy

The following questions involve philosophical considerations that have implications for how the TA provider develops needs assessment procedures:

1. Does the TA provider see its own capabilities (the range of TA services it can provide) or the client's mission (which determines the range of potential need areas) as the more appropriate starting point for developing a needs assessment process? In other words, should the TA provider tell the client what services can be provided and then explore which of these services the client needs, or should the TA provider explore the client's needs first and then determine which needs can be addressed?

2. Does the TA provider choose to limit its technical assistance to correcting client problems and assuring compliance with minimum standards or does the provider also seek to facilitate program growth and improve program quality beyond minimum standards?

3. Should all client needs be assessed in the same way, or should the TA provider offer multiple approaches in working with clients?

4. What does the TA provider view as the most appropriate working relationship between the TA staff and the client: e.g., technical experts working with nonexperts or colleagues working with colleagues?

5. How does the TA provider view the client's ability to judge needs and priorities compared to the TA provider's ability? If there were disagreements concerning valid client needs or priorities, whose judgment would carry greater weight in the ultimate determination of needs?

6. How directive (or nondirective) should the TA provider be in the way the needs assessment is conducted (seeing that procedures are followed, forms completed, etc.)?

7. Apart from externally imposed requirements, what policies should the TA provider adopt concerning the confidentiality of needs assessment information on individual clients: i.e., who has access to it and who decides how it will be used?

Practice

These questions relate to the way the assessment process will be structured. The structure obviously will be tied to givens and philosophy.

1. Should needs assessment serve other purposes besides identifying TA needs? Can the TA provider state clearly all the necessary purposes and functions the needs assessment must fulfill? What are the appropriate criteria for a successful needs assessment in relation to these stated purposes?

2. Which methods for conducting needs assessments appear capable of accomplishing all the necessary purposes and functions, and which do not?

3. Who must conduct the needs assessment to assure that the stated purposes are fulfilled? Can clients conduct their own needs assessments? Must one or more representatives of the TA provider be present and lead the needs assessment process? Must those representatives be members of the TA provider's staff or could others, trained in the process, also represent the TA provider?

4. What kinds and amounts of training will be necessary to prepare the TA provider's representatives for conducting needs assessments? What kinds and amounts of training, if any, will clients need?

5. What written materials (forms, questionnaires, instructions, etc.) will be needed in order to conduct the needs assessments? Do they ensure that all necessary information will be collected and that essential procedures will be followed? Do they make the needs assessment process seem easier or more difficult? Do they allow the data collected during needs assessment to be used to fulfill all the stated purposes of the needs assessment?

6. When should (must) needs assessments be conducted? Can they be done anytime, or must they be completed within a given time frame? Do the nature of clients and/or the role of the TA provider require a one-time comprehensive assessment of all needs in order to plan TA services, or can needs be identified and responded to continuously?

7. Are there prerequisites or minimal criteria that must be present to show that clients are ready for needs assessments, or can clients' needs be explored at any stage in the development of their programs? Are there activities and tasks that clients should do before needs assessment in order to be adequately prepared? What preparation activities are necessary for the TA provider?

8. What is reasonable to expect of clients in terms of commitment and involvement in the needs assessment process? Are the appropriate staff available when needed? Can they give the time required by the process? Do they have meeting space, if needed? Do they have the authority to make the decisions that are expected as a result of the process?

These questions are summarized in Figure 1. Use this chart for reference as you read through the next section of this chapter.

EXAMPLE OF TA NEEDS ASSESSMENT PROCEDURES

No single correct response exists for any of the questions in Figure 1. The givens for an organization shape the way it works with clients, and the givens for every organization are different, in total or in part, from all other organizations. Thus each organization will respond to the questions in its own way -- quite apart from the way others may respond.

FIGURE 1

Summary of Needs Assessment Questions

GIVENS

Clients

1. Who are they?
2. Who must be involved in needs assessment?
3. What are their missions/goals?
4. What is their TA experience?

Provider

5. Must TA agency monitor clients?
6. Which client program areas can be considered?
7. Who confirms TA plans?
8. Must clients use TA?
9. What TA methods can be used?
10. Must clearance for assessment materials be obtained?
11. What are reporting requirements?

Financial

12. Who pays?
13. Who has control of finance?
14. What are available TA dollars?

PHILOSOPHY

1. Are needs determined in relation to services available?
2. Deficit or enrichment model?
3. Can several needs assessment approaches be used?
4. How does TA agency relate to clients?
5. Who makes final decisions on need priorities?
6. Is TA agency directive or non-directive?
7. How is confidentiality handled?

PRACTICE

1. What are needs assessment purposes?
2. What are needs assessment methods to be used?
3. Who assesses needs?
4. What training is used for the assessors?
5. What written materials are used for assessment?
6. At what times can assessments be conducted?
7. How ready must clients be for assessment?
8. How involved must clients be in assessment?

It is, nonetheless, helpful to examine the responses of a particular organization in order to illustrate how givens, philosophy, and practical concerns mesh when designing a TA needs assessment. In this section, TADS responses to questions about givens and philosophy are provided. Then a detailed description of TADS current needs assessment materials and procedures (practices), which have evolved during ten years of experience as a TA provider, are given.

Givens about TADS Clients

1. Who are they?

TADS clients are the demonstration projects funded under the Handicapped Children's Early Education Program (HCEEP), a federal program administered by the U.S. Department of Education. In the past, TADS has served over 400 such programs located throughout the United States. During the last five years, TADS has served from 45 to 70 demonstration projects each year located in the eastern half of the country. TADS must serve all demonstration projects who request help, but clients are not required to use TADS services. All clients are operating new or relatively new programs, although several have had experience prior to receiving an HCEEP grant.

2. Who must be involved in needs assessment?

The director of the HCEEP project is the only individual who must be involved in the determination of needs and TA plans -- because he or she speaks for the project officially. But TADS encourages its clients to provide for the participation of all staff in the process, since they are likely to be affected directly or indirectly by the assessment decisions.

3. What are their missions/goals?

The general mission of every HCEEP demonstration project is to develop, demonstrate, evaluate, and disseminate effective methods for providing early educational and other related services to young handicapped children and their families. The specific mission and goals of each client are spelled out in an original proposal, which was the basis for the award of their grant.

Each project is given three years of funding to develop and demonstrate their proposed model for serving young handicapped children. The project must address the following areas:

1. Services to children
2. Services to parents
3. Staff development
4. Evaluation of program
5. Demonstration, dissemination, and replication of project materials and methods
6. Administration and management of program

At any given time, TADS is working with projects in their first, second, and third years of funding since new projects are funded annually. Consequently, the needs assessments conducted by TADS must take into account the needs of projects in different years of funding as well as their needs across the six areas.

Projects are sponsored by private agencies, universities, and local and state education agencies. They are located in rural, urban, small-town, and suburban settings. While the children served can range in age from newborn to eight years, most projects limit the ages for which services are provided -- for example, birth to three or three through five. Many focus their efforts on specific handicaps, while others serve children with varying types and degrees of disabilities. Families are also a focus of services. The projects demonstrate diverse methods of intervention. Project staffs typically consist of a director, two or three teachers (also called child development specialists or infant educators), aides, and a variety of other full or part-time therapists and specialists.

4. What is their TA experience?

The past experience of TADS clients in using TA services varies: some have very little and others extensive experience. Client's with little prior experience are usually very positive about TA, but they can also have vague and unrealistic expectations. Those with more experience are generally realistic, but, depending upon their satisfaction with past services, can have either positive or negative attitudes.

Since HCEEP projects are TADS clients for three years, they have an opportunity to gain experience in how best to use TADS services.

The Givens for TADS

5. Must TA agency monitor clients?

TADS is not responsible for monitoring and evaluating its clients. Its role is strictly helping and supporting clients in accomplishing their program goals and plans.

6. Which client program areas can be considered?

TADS is expected to provide very comprehensive TA services to its clients, and potentially could address any program area contained in the client's proposal or in the general requirements for HCEEP demonstration projects. However, TADS cannot address needs that are entirely unrelated to the HCEEP project. For example, in an agency administering several projects, including one funded by HCEEP, TADS can serve only the project holding an HCEEP grant.

7. Who confirms TA plans?

Decisions concerning TA needs and plans are made between TADS and the client and subsequently reported to the client's federal project officer in Washington, D.C. However, future contracts may require project officer approval of needs and TA plans before TA services are provided.

8. Must clients use TA?

TADS clients are not required by the U.S. Department of Education to use TADS services, nor to complete a needs assessment. Voluntary participation, however, is practically 100 per cent since TADS services are free to all clients.

9. What TA methods can be used?

Generally, TADS can use a variety of methods for conducting needs assessments. But specific plans, which indicate those clients expected to receive on-site needs assessment visits, those that will conduct self-assessments, and so on, are spelled out in each year's contract.

10. Must assessment materials be cleared?

Clearance for TADS needs assessment materials and procedures is required, and occurs as a part of contract negotiations with the U.S. Department of Education.

11. What are reporting requirements?

TADS is required to provide the client's project officer (in the U.S. Department of Education) with a summary report of each needs assessment which includes: who participated, an agenda of activities, and the TA needs identified. Also required is a copy of the "Memorandum of Agreement" (MOA) between TADS and the client that states the TA services to be provided. Both the summary report and the MOA are reviewed and approved by the client before they are sent to the project officer. TADS is not required to provide the project officer with a detailed report on the client's program that lists strengths and weaknesses, problems, etc. This is in keeping with the nonmonitoring aspect of TADS role.

Givens Related to Financial Resources

12. Who pays?

TADS services are free to clients and are paid for out of the TADS federal-contract budget. Sometimes clients share the cost of a particular TA service when doing so enhances the TA provided. Cost-sharing is explored, when appropriate, during needs assessment and the development of TA plans.

13. Who has control of finance?

TADS has primary control over how its financial resources are used, but works very closely with clients on decisions that involve the costs of providing TA. Established policies concerning travel reimbursement and consultant payments guide these decisions. The U.S. Department of Education, of course, determines TADS overall budget, but does not make decisions about how money is spent on individual clients.

14. What are available TA dollars?

The TADS program has had sufficient resources generally to provide its clients with most, if not all, of the TA services requested. However, the portion of those resources allocated for conducting needs assessments has varied and, thus, been an important factor in choosing needs assessment methods. It has been one contributing factor to the use of self-assessments (which are the least expensive of all methods) with some clients.

TADS Philosophy

1. Are needs determined in relation to services available?

The beginning point for TADS approach to needs assessment is the mission and goals of its clients, not a specific set of services available from TADS. The clients have a well-defined mission and clearly articulated goals that are captured in grant proposals. While each HCEEP demonstration project is unique, all have common program characteristics and requirements defined by the provisions under which their grants were written. And, since TADS is charged with providing a comprehensive range of TA services to projects, its needs assessment approach must help clients explore all aspects of their programs to determine where services may be needed most.

2. Deficit or enrichment model?	TADS does not limit its needs assessment processes to discovering problems (deficits) and complying with minimum standards. TADS seeks to identify TA needs that, if met, would either enrich program areas that are well developed already or prevent future problems. Enrichment needs are weighed against deficit needs in determining priorities for technical assistance.
3. Can several needs assessment approaches be used?	Because of the similarities among HCEEP projects, TADS is able to treat most clients the same in conducting needs assessments. But the use of multiple approaches in working with clients is a part of TADS philosophy. Methods and time frames for identifying needs can be altered to accommodate the client's unique situation.
4. How does TA agency relate to clients?	TADS strives for a colleague-to-colleague type of working relationship with clients. This goal is considered extremely important to TADS success as a TA provider. TADS acknowledges client expertise: clients have skills in many areas, including most of the areas explored during needs assessment. The expertise available through TADS, therefore, is described as complementing, rather than supplanting, client talent. TADS needs assessment procedures and materials communicate this aspect of its philosophy to clients and set the tone for future interactions, which, hopefully, occur within a relationship that's governed by mutual trust and respect.

5. Who makes final decisions on need priorities?

TADS considers its clients quite capable of judging their own needs and priorities and has structured its needs assessment procedures accordingly. TADS believes that TA services are unlikely to be successful when directed at needs the client has not accepted or considers unimportant.

On the other hand, TADS is not entirely passive when needs and need priorities are being determined. The client's perceptions may be challenged or questioned by TADS while decisions are being made, especially when it seems important to offer an "outside" perspective on needs. The final decisions about TA needs, however, are made by the client.

6. Is TA agency directive or non-directive?

TADS does believe in structuring the assessment process. It is important for TADS clients to consider all aspects of their program when determining needs. By guiding the client through a highly structured needs assessment instrument and procedures, designed specifically for HCEEP demonstration projects, TADS can assure a comprehensive review of the entire program before needs and priorities become set.

It is the combination of TADS guidance of the process while the client controls the decisions made concerning needs and priorities that creates the "interactive process" essential to TA needs assessments. It also helps form the colleague-to-colleague working relationship: each party has a part of the interaction that they control and for which they are responsible.

7. How is confidentiality handled?

Finally, TADS policy concerning the handling of information on individual clients derived through the needs assessment is: data must not be shared with anyone except those responsible for delivering the TA services. This policy is in keeping with the absence of an evaluative or monitoring aspect in TADS role. It also is based on the belief that clients must feel secure during the needs assessment if they are to provide information concerning needs openly and honestly.

TADS Need Assessment Practice

A discussion of TADS current practice will explain how the practical considerations of conducting needs assessment may be addressed. Examples of the forms and materials designed by TADS are provided here and in the Appendices.

Before needs assessment begins. TADS and the U.S. Department of Education hold an orientation workshop each year for newly funded HCEEP grantees within their first two months of operation. The workshop provides an opportunity for TADS and each new client to meet and develop a mutual understanding of the client's mission and goals and TADS role as a resource. Among the items contained in the workshop agenda is an overview of the entire needs assessment process for new projects. TADS staff members also review each client's grant proposal and note its unique characteristics at this initial workshop.

1. What are needs assessment purposes?

The needs assessment accomplishes several purposes:

1. The project receives a comprehensive program review.
2. Needs and plans for the coming year are clarified.
3. Needs which technical assistance can address are identified.
4. The foundation for a trusting relationship between the client and TADS is built or maintained. (The personal contact involved in an on-site needs assessment helps create this trust.)
5. For first-year projects, on-site needs assessments provide the necessary training for projects to conduct self-administered needs assessments in years two and three.

2. What are needs assessment methods to be used?

On-site and self-administered needs assessments. Needs assessments are administered either by a trained needs assessor (on-site) or by the client (self). First-year demonstration projects work with a needs assessor, while second- and third-year projects generally conduct self-assessments. In the past, telephone surveys and small-group meetings have been used for needs assessments. TADS has found, however, that usually the purposes of its needs assessment are best achieved through on-site visits by a trained consultant. However, experienced projects can assess their own needs adequately -- following the same basic procedures used by the consultants. TADS on-site and self-administered assessments are summarized in Figures 2 and 3.

3. Who assesses needs?

Matching the needs assessor to the project. TADS uses its own staff and outside consultants as needs assessors.

FIGURE 2

On-Site Needs Assessment

I. Specific Description: An on-site needs assessment is conducted by a TADS trained needs assessor in conjunction with the project staff of the program being assessed. Usually the on-site visit lasts for 1-1/2 days.

II. Activities/tasks to Accomplish an On-Site Needs Assessment: The following sequence outlines those activities that are suggested for preparation, implementation, and follow-up of the needs assessment.

A. Preparation Activities:

1. TADS TA Coordinator, the project director, and the needs assessor confirm the dates that the needs assessment will be conducted.
2. The needs assessor and the project exchange information necessary to prepare for the visit (develop a tentative agenda, make logistical arrangements, provide the needs assessor with a copy of the project's current program plan/proposal, etc.).
3. TADS mails a TADS Needs Assessment Procedures Manual to the project two weeks prior to the scheduled dates.

B. On-Site Activities:

1. Introduction activities are conducted to provide an opportunity for the needs assessor and the project staff to get acquainted; review the major dimensions of the program and staff responsibilities; and discuss any parts of the project's proposal or current activities which are unclear to the needs assessor.
2. The needs assessor reviews the purposes and procedures for the needs assessment and answers any general questions about TADS and its activities.
3. The needs assessor and project staff conduct a comprehensive review of the project and its plans for the year using the "HCEEP Demonstration Project Profile." Each item on the "Profile" is rated. This task will consume the major portion of the first day of the needs assessment.
4. The needs assessor develops a tentative list of needs or areas that the project may wish to address in the upcoming year. These needs are based upon the data collected on the "HCEEP Demonstration Project Profile" and discussions of other relevant areas from activity No. 3 above.
5. The project staff and the needs assessor review, refine, and confirm the list of needs and determine which are most appropriately addressed by the project staff and which will require resources from the outside to address. Those needs that TADS will assist the project in addressing are ranked in order of priority by the project staff.
6. Using the technical assistance agreement "Work Sheets," the project staff and needs assessor develop an objective for each need and a sequence of activities to address each objective. These completed "Work Sheets" form a set of tentative technical assistance agreements.

C. Follow-up Activities:

1. The needs assessor returns all materials to TADS within 5 working days after the completion of the visit.
2. If necessary, the TA Coordinator will contact the project by phone to discuss the agreement, including the asking of any clarifying questions, and to indicate any need to alter the tentative plans developed on-site.
3. TADS develops a "Memorandum of Agreement" containing the technical assistance agreements developed by the project staff and needs assessor. Then TADS mails them to the project for approval and signature (within two to four weeks after receiving the needs assessor's report).

FIGURE 3

Self-Administered Needs Assessment

I. Specific Description: A self-administered needs assessment is conducted by the project staff using a set of recommended procedures. It is expected that this process will take approximately two days. One person on the TADS staff will be available by phone during the scheduled two days to answer any questions that may arise. An on-site follow-up visit is available when in the opinion of the project and TADS it is necessary to complete the needs assessment.

II. Activities/tasks to Accomplish a Self-Administered Needs Assessment: The following sequence outlines those activities that are suggested for preparation, implementation, and follow-up of the needs assessment.

A. Preparation Activities:

1. TADS and project director confirm the dates that the self-administered needs assessment will be conducted and who will be available at TADS during those dates.
2. TADS mails the Needs Assessment Procedures Manual to the project two weeks prior to the scheduled dates.
3. TADS contacts the project to clarify the procedures and expectations for the suggested self-assessment strategies.

B. Self-Assessment Activities:

1. The project conducts a comprehensive review of its program's current status using the "HCEEP Demonstration Project Profile" and procedures outlined in the TADS Needs Assessment Procedures Manual.
2. The project staff members develop a comprehensive list of needs or list of needs or areas of desired change and select those needs that will be addressed through assistance from TADS. This list is put in priority order.
3. Using the procedures outlined in the manual, the project staff develop a tentative technical assistance agreement by completing the necessary technical assistance agreement "Work Sheets."

C. Follow-up Activities:

1. The project sends all completed materials to TADS within 5 working days after the scheduled self-assessment.
2. TADS reviews all the materials provided and develops a list of questions, if any, which need clarifying.
3. TADS contacts the project by telephone to clarify any questions, confirm the technical assistance needs, and determine whether or not a follow-up visit is needed.
4. If necessary, an on-site follow-up visit is scheduled. (If there is a follow-up visit, the needs assessment and tentative agreement will be completed at that time.)
5. TADS develops a "Memorandum of Agreement" containing the technical assistance agreements developed by the project. The memorandum is then mailed to the project for approval and signature (within two to four weeks after receiving the project's self-administered assessment materials).

4. What training is used for the assessors?

Both have been oriented and trained in using TADS materials and procedures, and in the roles they must play as assessors.

Two areas in which we try to ensure that the assessor is well suited to the client are: (1) fiscal agency background and (2) content specialty. For example, we try to make sure that someone with local education agency experience is used to assess a project located in such an agency. We also try to ensure that the assessor is experienced with the kind of children the project serves -- in terms of handicaps, socio-economics, ethnicity, etc.

The attention to details has paid off repeatedly. A needs assessor with the right background who goes into a project can frequently solve some needs on the spot -- before developing an agreement for other needs.

5. What written materials are used for assessment?

Preparing for the needs assessment. The needs assessor and the person in charge of facilitating the assessment are expected to become familiar with:

1. The grant proposal -- the project's statement of mission and goals.
2. The "HCEEP Demonstration Project Profile" and the "HCEEP Model Development Guide" -- tools for examining project accomplishments and goals.

The "Profile" and "Guide" are included in the TADS Needs Assessment Procedures Manual (1980) which is sent to the needs assessor and the project two weeks prior to the assessment. An agenda is developed prior to the time of needs assessment.

6. At what times can assessments be conducted?

Scheduling. The dates selected for the needs assessment are chosen so that all of the staff and the project's fiscal agency can participate as fully as possible. Within a five-month time frame (October - February) allowed for assessments, TADS tries to be flexible about scheduling each client's assessment. On-site needs assessments generally take one-and-one-half to two days. Projects which conduct self-assessments may schedule a similar amount of time or may elect to schedule shorter sessions over a period of days. Factors which tend to influence earlier versus later scheduling are: year of funding (first, second, or third), the hiring of project staff, and project idiosyncrasies.

7. How ready must clients be for assessment?

For TADS the only criterion for "readiness" is that a client program should have hired its staff before a needs assessment is conducted. The staff encompasses a range of knowledge and skills that determine to a large extent whether or not a program needs assistance in certain areas. If not all the staff members have been hired, needs for assistance that may be satisfied by people soon to be employed may, in the meantime, appear to be TA needs. Beyond this one proviso, TADS will explore needs with clients at any stage in their program's development.

8. How involved must clients be in assessment?

Conducting the needs assessment. The actual assessment usually takes two days to complete. A sample agenda for the needs assessment is depicted in Figure 4. The first day is

FIGURE 4
Sample Agenda

SAMPLE AGENDA FOR CONDUCTING A TADS NEEDS ASSESSMENT

FIRST DAY - INTRODUCTION AND PROGRAM REVIEW

1 1/2 hours -- INTRODUCTION AND OVERVIEW: OSE; HCEEP; TADS and Needs Assessment; Purposes and Benefits; and The Project - Major Goals and Objectives, Staff Roles, and Program Components

15 minutes -- BREAK

2 hours -- PROGRAM REVIEW: Services for Children and Parents Components

1 hour -- LUNCH

1 1/2 hours -- PROGRAM REVIEW: Staff Development and Demonstration, Dissemination, and Continuation Components

15 minutes -- BREAK

1 hour -- PROGRAM REVIEW: Administration and Management Component

1/2 to 1 hour -- SUMMARY AND REVIEW: Develop List of Areas of Desired Change for Forthcoming Year and Check for Completeness

SECOND DAY - DEVELOPMENT OF TENTATIVE TECHNICAL ASSISTANCE AGREEMENTS

1/2 hour -- REVIEW AND INTRODUCTION

1 hour -- SELECT NEEDS BEST ADDRESSED WITH ASSISTANCE FROM TADS

15 minutes -- BREAK

1 hour -- DEVELOP TENTATIVE TA AGREEMENTS: Needs Statement, Focus, Target(s), Deadlines, and Objectives(s)

1 hour -- LUNCH

1 1/2 hours -- DEVELOP TENTATIVE TA AGREEMENTS: Select TA Activities, Sequence Activities, and Provide Qualifying Comments

15 minutes -- BREAK

1 1/2 hours -- SUMMARY AND REVIEW: Review All Tentative TA Agreements for Completeness and Clarity. Review "Next Steps," Summarize Entire Two Days, and Complete TADS Evaluation Forms

when the staff gets to know the needs assessor and the assessor reviews the client's program.

Introduction. As previously stated, the needs assessment also serves the purpose of orienting the staff to project goals and provides the opportunity for establishing the relationship between the TA provider and client. The first hour-and-a-half of the agenda incorporates these objectives into the needs assessment. The basic difference between on-site and self-assessments is that much of the agenda, especially this first part, is conducted by the needs assessor the first year and reviewed by project staff in subsequent years' self-assessments.

Program review. Then, a component-by-component analysis of the project's status using the "HCEEP Demonstration Project Profile" (Figure 5) is begun. Components are: Services to Children; Services to Parents; Staff Development; Demonstration, Dissemination, and Continuation; and Administration and Management. Each of these components is considered in terms of conceptualization, implementation, and evaluation. The design of the needs assessment instrument, referred to here as the "Profile," allows the project's current status to be rated, desired changes in status to be indicated, and technical assistance needs to be identified. Projects can elect to use the "Profile" in various ways. Sometimes staff members with differing responsibilities -- the parent, programmer and teacher, for example -- pre-rate their components -- Services to Parents and Services to Children, respectively -- for presentation to the group. Staff members may be involved in the whole program review using the "Profile" or only portions of the agenda. After all components on the "Profile" have been rated, the information is transferred to the "Summary Page" (see Figure 6), which is a quick visual reference of project needs.

Development of TA agreements. This process occupies most of the second day. It involves determining and prioritizing needs, working out a schedule for TA, and reviewing the whole assessment process.

FIGURE 5
Sample Page from the Profile

STAFF DEVELOPMENT COMPONENT

This component identifies tasks that relate to the professional development of project staff. It includes determining staff development needs, resources, and plans to meet those needs.

	CURRENT PROJECT STATUS					
	Not Relevant To The Project	Must Be Considered And Planned	Task Partially Completed	Task Completed/ In Operation	Desired Change In Status During This Year	Technical Assistance Need
Conceptualization						
1. The project has a written statement of goals and objectives for the Staff Development Component.	0	1	2	3	___	___
The project has a written statement of and/or clearly delineated plans and procedures for . . .						
2. . . . orienting staff to the project and the Handicapped Children's Early Education Program.	0	1	2	3	___	___
3. . . . identifying the competencies necessary to fulfill each staff role.	0	1	2	3	___	___
4. . . . determining staff development/training needs.	0	1	2	3	___	___
5. . . . a staff development/training program that addresses the currently identified needs.	0	1	2	3	___	___
6. . . . assigning staff responsibilities within the Staff Development Component.	0	1	2	3	___	___
7. . . . maintaining records on the activities of the Staff Development Component.	0	1	2	3	___	___
OTHER CONCEPTUALIZATION TASKS:						
___	0	1	2	3	___	___
___	0	1	2	3	___	___
Implementation						
8. Current staff have been oriented to the project and to the Handicapped Children's Early Education Program.	0	1	2	3	___	___
9. Staff development/training needs have been identified.	0	1	2	3	___	___
10. Resources needed for implementing the staff development/training program have been acquired.	0	1	2	3	___	___
11. Staff development activities are ongoing and/or completed.	0	1	2	3	___	___
12. Records on the activities of the Staff Development Component are being maintained.	0	1	2	3	___	___
OTHER IMPLEMENTATION TASKS:						
___	0	1	2	3	___	___
___	0	1	2	3	___	___
Evaluation						
Data are being collected to . . .						
13. . . . document the existing staff development needs of project staff.	0	1	2	3	___	___
14. . . . document the extent to which all planned staff development activities were provided.	0	1	2	3	___	___
15. . . . document the extent to which goals and objectives of the Staff Development Component have been attained.	0	1	2	3	___	___
16. . . . document the extent to which staff members were satisfied with the staff development program.	0	1	2	3	___	___
17. . . . document the extent of progress or change in staff knowledge/skills as a result of staff development activities (where appropriate).	0	1	2	3	___	___
18. . . . document the extent to which project staff have acquired the competencies necessary to fulfill their respective staff roles.	0	1	2	3	___	___

FIGURE 6
Sample Profile Summary

HCEEP DEMONSTRATION PROJECT PROFILE

SUMMARY PAGE

Directions: (1) After completing the entire HCEEP Demonstration Project Profile: A Needs Assessment Instrument, CIRCLE the numbers of each task in each program component that you indicated a desire for change in status during the current funding year.

(2) Place a "X" through any circled task number that you indicated a need for "outside" or technical assistance.

(3) Example: ① 2 3 $\cancel{\textcircled{4}}$ 5 ⑥$\cancel{\textcircled{7}}$ 8

	PROGRAM DEVELOPMENT PHASES		
	Conceptualization	Implementation	Evaluation
I. Administration and Management Component			
Program Planning	1 2 3 4 5 6 7 8	34 35 36 37 38 39	59 60 61 62 63 64
Personnel	9 10 11	40 41	Ot. ___ ___ ___ ___
Physical Arrangements	12 13 14	42 43 44	
Financial Administration	15 16 17	45 46	
Evaluation Planning	18 19 20 21 22 23 24 25 26	47 48 49 50 51	
Records and Reports	27 28	52 53	
Advisory Boards	29 30 31	54 55	
Coordination with Other Agencies	32 33 Ot. ___ ___ ___ ___	56 57 58 Ot. ___ ___ ___ ___	
II. Services to Children Component	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 Ot. ___ ___ ___ ___	19 20 21 22 23 24 25 26 27 28 29 30 31 32 Ot. ___ ___ ___ ___	33 34 35 36 37 38 39 40 Ot. ___ ___ ___ ___
III. Services to Parents Component	1 2 3 4 5 6 7 8 9 10 Ot. ___ ___ ___ ___	11 12 13 14 15 16 17 18 19 Ot. ___ ___ ___ ___	20 21 22 23 24 25 Ot. ___ ___ ___ ___
IV. Staff Development Component	1 2 3 4 5 6 7 Ot. ___ ___ ___ ___	8 9 10 11 12 Ot. ___ ___ ___ ___	13 14 15 16 17 18 Ot. ___ ___ ___ ___
V. Demonstration, Dissemination and Continuation Component	1 2 3 4 5 6 7 8 9 10 11 12 13 14 Ot. ___ ___ ___ ___	15 16 17 18 19 20 21 22 23 24 Ot. ___ ___ ___ ___	25 26 27 28 29 Ot. ___ ___ ___ ___

Selection of needs. Some needs may be addressed by the project staff itself; others may require outside assistance. Projects are encouraged to consider resources other than the TA provider: persons within their own agencies, the funding agency, and other consultants.

Consideration is also given to practical factors in determining which needs will be addressed by TA, such as: (1) urgency of need, (2) TA provider's ability to provide assistance within an optimal time frame, (3) financial resources available to the project from the TA provider, and (4) various other constraints. The project then orders the technical assistance needs according to priority.

The "Work Sheets." Each technical assistance need is recorded on a "Work Sheet" (Figure 7). The focus of the technical assistance (the people who will be direct recipients of the assistance) and the date by which the assistance is to be completed are all included on this form. Then this information is used to write a Technical Assistance Objective. Finally, a delivery method that can address the need efficiently and effectively is chosen.

"Sequence-of-Technical-Assistance Activities" form (Figure 8). For each delivery method listed on the "Work Sheet," a sequence form has been developed. By inserting a date for completion of the technical assistance, the project can establish the timelines for preparatory and follow-up activities. The amount of TA (number of consultation days or visits) proposed to meet the need is also included. Finally, the project and needs assessor are requested to recommend persons, describe qualifications,

FIGURE 7
Sample: A Completed Work Sheet

NEED PRIORITY NUMBER 1

TECHNICAL ASSISTANCE AGREEMENT WORK SHEET

PROJECT: BABY Learning and PARENTING Project

I. **NEED STATEMENT:** "Assistance in refinement and selection of appropriate and NON-discriminatory assessment techniques for infants ages birth to 36 months.

II. **FOCUS OF TECHNICAL ASSISTANCE:**
(Choose only ONE focus for each objective)

- ____ Knowledge and Awareness
- [✓ Skill Development]
- ____ Product Development
- ____ Decision/Change

III. **TARGETS OF TECHNICAL ASSISTANCE:**
(List by title the staff person(s) involved in addressing this need)

Project Coordinator, Child Development Specialist, and 3 Home Therapists

IV. **DEADLINE(S):**
(Date or dates of technical assistance objectives should be completed)

January 18, 1980

V. **TECHNICAL ASSISTANCE OBJECTIVE FORMULA: BY** ____________ **THE** ____________
(See No. IV above for deadline(s)) (see No. III for targets)

(choose one of the following)

a. (if the focus of technical assistance is knowledge and awareness state) **WILL BE KNOWLEDGEABLE** (and then state the specific knowledge to be acquired).
b. (if the focus of technical assistance is skill development state) **WILL BE ABLE TO** (and then state the specific skill(s) to be acquired).
c. (if the focus of technical assistance is product development state) **WILL DEVELOP** (and then state the product to be developed).
d. (if the focus of technical assistance is decision/change state) **WILL SELECT, ADOPT, OR REVISE** (then state the decision/change to be made).

TECHNICAL ASSISTANCE OBJECTIVE(S): use the above formula to write objective(s)

By Janaary 18, 1980, the designated project staff will be able to administer the "Ordinal Scales of Psychological Development" and interpret the results.

VI. **TECHNICAL ASSISTANCE ACTIVITIES:** (check the technical assistance delivery method or combination of methods that will be used to address the need)

[✓ On-Site Consultation] ____ Information Services ____ Review and Critique ____ Project Visitation

____ Off-Site Consultation ____ Small Group Consultation ____ Other (describe) ____________

Choose the Sequence of Technical Assistance Activities work sheet(s) that corresponds to the delivery method selected in VI. above. Complete the work sheet(s) and attach.

FIGURE 8
Sequence of Technical Assistance Activities
Sample

SEQUENCE OF TECHNICAL ASSISTANCE ACTIVITIES

FOR

ON-SITE CONSULTATIONS

1

NEED PRIORITY NUMBER

VII: **Sequence of Activities:** The primary purpose for this form is to indicate the *dates* of the activities that both the project staff and TADS need to accomplish in order to address the technical assistance objective and need that are associated with this activity sequence. If more than one objective is listed for an individual need there should be separate activities indicated for each objective. See Section III of the manual for a more detailed discussion of how to use this form. (*The first step should occur at least two to three weeks after completion of the needs assessment.)

STEPS	ACTIVITY DESCRIPTION
1. By November 17, 19-- (date),* .... (8 weeks prior to Step 4)	the project will complete and send to TADS a Consultation Preparation Form.
2. By December 1, 19-- (date), ... (6 weeks prior to Step 4)	TADS will identify and confirm with the project the consultant(s). TADS will support the consultant's services for up to 1½ days and 1 visits to the project. (Specify the number of consultant days and visits.)
3. By December 15, 19-- (date), ... (4 weeks prior to Step 4)	TADS and the project will confirm the dates of the consultant's visit.
4. By January 11, 19-- (date), ... (as requested by the project)	the consultant will visit the project for 1½ days to provide training on the Uzgiris and Hunt Scales through demonstration to and observation of the project staff (Please specify number of days of consultant's first visit and the specific tasks to be addressed, use the back of this form if more space is needed.)
5. By January 25, 19-- (date), ... (2 weeks after Step 4)	the consultant will send to the project and a copy to TADS a summary report on the visit including recommendations for follow-up activities.
6. By January 25, 19-- (date), ... (2 weeks after Step 4)	the designated staff will send TADS a completed Evaluation of Consultation report form.

NOTE: Since these steps represent the minimal preparation and follow-up activities, you are encouraged to build in other activities that will help both you and TADS to address the need and objective. Please use the below space and the reverse of this page. Be sure to date the activity and fit it into the sequence above by re-numbering the steps.

Step ____: By ______________, ______________________________

VIII. **RECOMMENDATIONS, QUALIFICATIONS, AND OTHER INFORMATION:** Please list below any specific qualifications the consultant should have and/or requested consultants for this activity.

The consultant should have experience in administering, adapting, and interpreting the Uzgiris and Hunt Scales for very young at-risk and/or mildly to moderately handicapped infants.

or list special considerations for consultants of which the TA provider should be aware.

Tentative TA Agreement. For each technical assistance need, a "Work Sheet" and a "Sequence-of-TA-Activities" form are returned to TADS along with the rated "Profile" and "Summary Page." These materials comprise a Tentative Technical Assistance Agreement.

Final summary and review. The needs assessor or staff person conducting the self-assessment provides closure by reviewing with the client the Tentative TA Agreement and the next steps in developing a formal "Memorandum of Agreement" with TADS, including the approximate timelines for those steps.

Evaluation of the Needs Assessment

The client and, in the case of on-site visits, the needs assessor routinely complete separate evaluation questionnaires and return them to TADS after a needs assessment. The questionnaires ask questions about the quality and usefulness of the materials and procedures, the extent to which stated criteria were met, and the degree of client satisfaction (see p. 122). For on-site assessments, clients rate the performance of their needs assessors (see p. 124) and the needs assessors rate the readiness and receptivity of the projects (see p. 129). The questionnaires also provide opportunities for more open-ended comments, suggestions, and criticisms. When the information from all questionnaires for a given year is compiled, it provides a measure of how successful the needs assessments were for that year and whether or not changes in procedures are needed. Reports often describe how the process contributed to the development of the client's program beyond the identification of TA needs.

Developing the "Memorandum of Agreement" (MOA)

At TADS, a coordinator assigned to the client receives the tentative agreements and initiates a process of agreement ratification which involves a meeting or a series of meetings at which:

1. "Work Sheets" are reviewed to ensure that the statements capture the needs identified by the "Profile"; and
2. Costs are estimated so the agreement stays within the allocated financial resources.

The coordinator acts as an advocate for the project in the meetings and negotiates necessary changes. Frequently, ways of meeting needs are found that stretch resources, such as combining consultations or altering a delivery method.

During ratification, potential consultants are identified and contacted to ascertain their availability. Based on the ratification discussions, a draft "Memorandum of Agreement" is prepared.

Figure 9 illustrates how the "Work Sheets" and "Sequence-of-TA-Activities" sheets are transformed into a plan to

(Page 1)

FIGURE 9
SAMPLE TECHNICAL ASSISTANCE AGREEMENT

MEMORANDUM OF AGREEMENT

BETWEEN

TADS

Technical Assistance Development System
University of North Carolina
Chapel Hill, North Carolina

AND

BABY Learning and PARENTING Project
Chicopee, Massachusetts

October 3, 1982
Talbot L. Black Date
Associate Director, TADS

Name
Title Date

Number of TAA's enclosed ______

TADS TA Coordinator: Jack Smith

TECHNICAL ASSISTANCE AGREEMENT

(Page 2)

ID: 12345

Priority Number 1

PROJECT NAME: BABY Learning and PARENTING Project **DATE:** October 3, 1982

ADDRESS: Chicopee (City), Massachusetts (State)

NEED: Assistance in the refinement and selection of appropriate and nondiscriminatory assessment techniques for project's infants, ages birth to 36 months.

TARGET: Coordinator, Child Development Specialist, and Home Therapists (5)

FOCUS OF TECHNICAL ASSISTANCE: Skill Development

Technical Assistance Objectives	Technical Assistance Activities	Technical Assistance Documentation
1.1: By January 18, 1983, the designated project staff will be able to administer the "Ordinal Scales of Psychological Development" and interpret the results.	1.1.1: By November 17, 1982, the project will complete and send to TADS a Consultation Preparation Form. 1.1.2: By December 1, 1982, TADS will identify and confirm a consultant with the project. TADS will support the consultant's services for up to 1 1/2 days and 1 visit to the project. 1.1.3: By December 15, 1982, TADS and the project will confirm the dates of the consultant's visit. 1.1.4: By January 11, 1983, the consultant will visit the project for 1 1/2 days to provide training on the Uzgiris and Hunt Scales through demonstration to and observation of the project staff. 1.1.5: By January 25, 1983, the consultant will send the project, with a copy to TADS, a summary report on the visit -- including recommendations for follow-up activities. 1.1.6: By January 25, 1983, the designated staff will send TADS a completed Evaluation of Consultation report form.	1.1: TADS receives forms and reports referred to in Activities #1.1.1, 1.1.5, and 1.1.6.

deliver technical assistance. While only one need is shown in this example, TADS averages four needs per "Memorandum of Agreement."

The MOA is reviewed and signed by the person at TADS with administrative responsibility for technical assistance to demonstration projects. Two signed copies are sent to the project. The project's director signs and returns one copy to TADS. While not a legal contract, the "Memorandum of Agreement" between TADS and the project is the basis for delivering services in which the roles and responsibilities of both parties are clearly delineated.

CONCLUSION

Needs assessment processes are, fundamentally, ways to reach the decisions that will shape the future course of technical assistance. How the client and the TA provider interact in reaching those decisions is as important to their future relationship as the decisions themselves: As both parties share in making decisions, the working relationship between client and TA provider is formed.

Needs assessment processes, therefore, must always be designed with two goals in mind: (1) to make clear and wise decisions regarding client needs and plans for TA, and (2) to build the kind of working relationship that will help assure the future success of technical assistance.

Many considerations that should be taken into account in striving to reach these goals have been identified here. We trust that those seeking to develop their own needs assessment processes can use them as points of reference and, hopefully, strengthen their technical assistance efforts.

BIBLIOGRAPHY

Behr, S. K.; Hawes, J. R. B., Jr.; Vandiviere, P.; and Suarez, T. M. A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children: Part I. Chapel Hill, NC: Technical Assistance Development System, 1981.

Black, T. "Designing and Implementing a Technical Assistance Needs Assessment." In R. M. Clifford and P. L. Trohanis (Eds.), Technical Assistance in Educational Settings. Columbus: The Ohio State University Press, 1980.

Black, T., Cox, J. O., and Prestridge, S. TADS Needs Assessment Procedures Manual. Chapel Hill, NC: Technical Assistance Development System, 1980.

Kuh, G. D. "The State of the Art of Needs Assessment in Education." Needs Assessment for Inservice Education: Building Local Programs. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, 1980.

Suarez, T. M. and Cox, J. O. An Input Evaluation of Three Technical Assistance Needs Assessment Strategies. Chapel Hill, NC: Technical Assistance Development System, 1981.

3 Delivering Technical Assistance

by Pascal L. Trohanis, Michael P. Woodard, and James O. Cox

....A hired consultant arrives for a two-day on-site visit at a university hospital's infant stimulation program. He helps the staff evaluate and select new assessment instruments.

....A technical assistance agency staff member convenes a two-day workshop for three project directors to teach them skills in cost analysis and keeping track of expenses.

....A well-known educational researcher, serving as a consultant, opens a state-wide conference to motivate, inspire, set the tone, and paint the big picture for a specific problem area.

....A consultant, who doesn't need to work face-to-face in reviewing the draft of a planning document with a client, consults via the mails, the telephone, and teleconferencing.

These situations illustrate ways of delivering services to clients. Sometimes, however, delivery may be as simple as sending a client books or a list of articles to peruse. Other times, a course or class may be the best way of delivering information to clients (since it combines two incentives: academic credit and learning). Fieldtrips can be arranged for clients who feel a visit to a place conducting research in their area of concern would satisfy certain information needs. On other occasions, providing instructional packages or helping the client enter contracts for certain services may be ways for the TA agency to deliver assistance (Figure 1).

FIGURE 1

Common Methods of Delivering Assistance to Clients

•On-site consultation:	Consultant is sent to client's location.
•Course or seminar:	Client is provided in-depth instruction on topic of concern.
•Program visit:	Client is sent to another program to learn about its operation.
•Small-group consultations:	Consultant works with small gathering of several clients on topic of mutual concern.
•Off-site consultation:	Client meets at a specialist's office (e.g., that of a Resource Center Director) to resolve issues.
•Personal computer transactions:	Clients with terminals may tie into a TA agency data system via phone.
•Teleconference:	Client confers with consultant or TA agency via telephone.
•Networking:	TA agency puts several clients in touch with each other to resolve specific concerns or mutual problems.
•Large-group conferences:	Large group of clients is convened to work on specific area of concern and share information about practices.
•Audiovisual materials:	Slidetapes, videocassettes and self-instruction packets are prepared on areas of concern to group of clients.
•Printed materials:	Awareness books, monographs, fact sheets, bibliographies, and other printed materials are prepared for client group.

But the major method of delivery, as the examples illustrate, is consultation: An expert is provided to the client by the TA agency to address a particular need. The advantages of this delivery alternative are:

Precision: The consultant can respond precisely to the client's need. Because he or she is "on-site," any unforeseen problems can be confronted at once.

Timeliness: Consultations can usually be arranged quickly to correspond with the exact moment of the client's greatest need.

People-orientation: The attention of one person (the consultant) to another person's (the client's) needs speeds up the problem-solving process. It often gives the client an extra surge of energy which aids in solving his or her problem.

These factors tend to make "on-site consultations" (i.e., the consultant goes to the client) the most attractive form of delivery. In fact, according to our yearly evaluation reports, this form of delivery consistently receives the highest ratings from clients, and it represents 40 percent of all direct services (from TADS) to clients (Suarez and Vandiviere, 1978; 1979; 1980; and Suarez, et al., 1981).

The focus of this chapter is on the process of arranging for consultants to assist clients. We begin by examining the process of consultation (what it is; the different kinds of consultation; the skills of the consultant, client, and broker or technical assistance agency). Then, we discuss the way consultation as a process seems to work best (how to choose a consultant; client and broker's role in the choice). And finally, we examine the problems in the process for each of the participating groups.

Why Is Consultation Growing?

Its time has come -- especially in education and other human services. First, new teaching technology (e.g., microcomputers, telecommunications), laws, social politics, and new federal, state, and local relationships are making education a more complex business: consultants are needed to help decision makers take all of these factors into account. Second, the number of firms, academicians, and other professionals anxious to market their skills is on the rise. Many of these people need to supplement their regular incomes because of present-day economics. Third, organizations that have lost personnel need quick access to temporary, competent assistance in such areas as legislation, planning, computer technology, and accountability (cost-benefit) studies. Fourth, the labor force in these fields is changing. Consultants are needed to help administrators deal with equal-opportunity employment laws, better benefit programs, and fairer performance-appraisal systems.

What Is Consultation?

Consultation is a process in which the most important activity is communication. The communication occurs between a consultant and a client. Consultants are people with special training, knowledge, or experience. They may communicate with clients for a variety of reasons: e.g., to develop plans, solve problems, change situations, offer alternatives when decisions are to be made, resolve conflicts, define goals, test assumptions, review and critique products, or reinforce courses of action. The ultimate goal of consultation, as Ekendahl (1979) suggests, is: to bring about change for the better.

Who Arranges for Consultation?

While consultation may be arranged by the client, it usually is handled by a third party -- a broker. This person or group pays the consultant. The broker also often locates the consultant and solicits his or her services.

The broker may be within the client organization: e.g., a planning group, the executive director, the board of directors. Or the broker may be outside the organization, which is the case with many state-level regional consulting groups, technical assistance agencies, and resource centers.

Are There Different Kinds of Consultations?

Yes, but the most typical is the face-to-face interaction between a client and a consultant at the client's site. Other kinds of consultation include:

1. Mail and telephone interchanges
2. Client visits to consultants
3. Consultations at workshops and conferences

We can expect more consultations to occur "electronically" with the help of computers and new telecommunications equipment. These means of interaction require no travel and can cut the cost of transportation and per diem expenses.

What Is the Role of the Consultant?

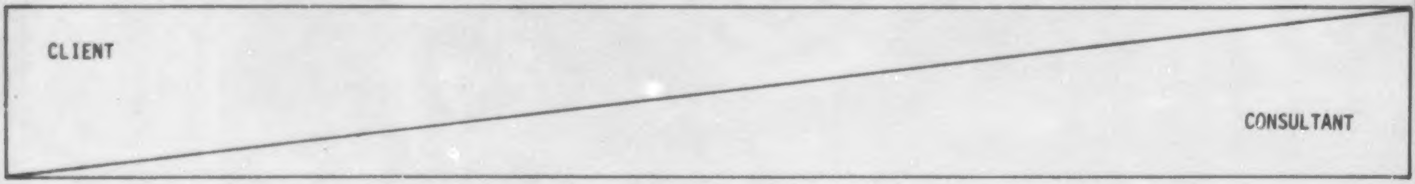
That depends upon the broker's reasons for employing the consultant. Figure 2 shows the various ways a consultant may interact with a client. Any organization involved in consultation will probably find itself in all of these roles at some time or another. We stress organization, because an individual trying to play all the roles invites trouble. By trying to be all things to all people, a consultant can create an atmosphere of instability and apprehension. On the other hand, an organization composed of individuals, each strong in two or three of the consultant roles and flexible enough to

FIGURE 2

Description of the Consultant's Role on a Directive and Nondirective Continuum

MULTIPLE ROLES OF THE CONSULTANT

Objective Observer/ Reflecter	Process Counselor	Fact Finder	Alternative Identifier and Linker	Joint Problem Solver	Trainer Educator	Informational Expert	Advocate



LEVEL OF CONSULTANT ACTIVITY IN PROBLEM SOLVING

Nondirective							Directive
Raises questions for reflection	Observes problem-solving process and raises issues mirroring feedback	Gathers data and stimulates thinking interpretives	Identifies alternatives and resources for client and helps assess consequences	Offers alternatives and participates in decisions	Trains client	Regards, links, and provides policy or practice decisions	Proposes guidelines, persuades, or directs in the problem-solving process

From Lippitt and Lippitt, The Consulting Process in Action. LaJolla, CA: University Associates, Inc., 1978, p. 31.

stretch when necessary, is in a better position to respond appropriately to client needs.

The role chosen by the consultant (fact finder, joint problem solver, trainer/educator, etc.) is invariably played according to the consultant's *style*: i.e., his or her personal preferences. Style may range from a "directive to a nondirective" method of interaction with the client. Figure 2 shows the way particular consultant roles correspond to style. For example, the *process/counselor* role is relatively *nondirective*, while the *advocate* role is very *directive*. Just as one consultant tends to have favorite roles, so too is he or she more comfortable with some styles than others. It is important that consultants be assigned roles consistent with their styles.

Another way of describing the *roles* and *styles* of consulting is to define the way problems are approached. Some consultants prefer to solve problems for clients; others want to help clients learn to solve their own dilemmas. The first kind of consultant may be called a *technical expert*. His or her relationship is necessary because the goal is to improve the client's problem-solving expertise so that he or she, not the consultant, ultimately solves the problems.

What Skills or Attributes Must a Consultant Possess?

According to Menzel (1975), Kiester (1969), Gurski (1977), and our own case studies at TADS (Behr, et al., 1981), consultants who are most successful have the following characteristics:

1. *Specific knowledge and expertise*. The consultant should be an authority in his or her field, know pertinent research, and

have experience within the area of the consultation. These qualities make the consultant more credible.

2. Communication skills. The consultant must be able to listen well, write well, and speak well.
3. Systematic procedures. The consultant must prepare for the consultation and follow up the consultation with findings and recommendations. The skills of planning, problem identification, and data analysis must be second nature.
4. Interpersonal skills. A positive attitude and enthusiasm for client and task are essential for a consultant. Honesty, sensitivity, trust, and openness should be the cornerstones upon which his or her personal style is based; flexibility should be the very foundation.

What Are Important Characteristics for a Broker of Consultant Services?

At TADS, we have found the following qualities central to success:

1. Procedures. These are needed to identify needs, negotiate assistance agreements, deliver services, and report results to client and consultant.
2. Philosophy. An orientation of "responsiveness" and "nondirectiveness" is necessary. For example, it is important to give the client advice -- when requested -- but the client must decide for him or herself exactly which needs he or she feels should be addressed. The TA agency should respond to those requests within a reasonable length of time.
3. Knowledge. The organization must know about client programs.

4. *Skills*. The staff needs to be adept in selecting consultants and using available resources. (See also Chapter 2, pp. 49-52.)

What Are Important Client Characteristics?

At TADS, we have found the following client traits support our efforts:

1. *Knowledge*. Staff members should understand the general mission of their program and the tasks on which the consultant will be working.
2. *Involvement*. The staff should be enthusiastic about the consultation and involved in preparing for it and taking part during it.
3. *Communication ability*. An open, sharing, trusting staff is best for the consultant. Management should be capable of articulating the staff's needs.
4. *Point of view*. A realistic view of what to expect from the consultant before he or she arrives helps all parties work more successfully.
5. *Autonomy*. The client's management must have power to make decisions and direct other factors that are important for the consultation to work.
6. *Leadership style*. Since management at the client organization and the consultant will be working with the same staff, their styles should be complementary. If their styles are at odds, solving problems may be difficult.

What Processes Can the Broker Use to Make Consultation Work?

There are no guarantees that consultants in every case will be able to accomplish the goals for which they were hired. But there are ways that the broker agency -- the one that identifies the consultant -- can use to promote success.

The first of these ways involves the broker-client relationship. The broker must use a system for helping the client identify and remedy problems (needs). Lippitt and Lippitt (1978) identify six steps in such a system:

1. Make contact with clients.
2. Develop a contract and establish a helping relationship.
3. Identify problems.
4. Set goals and plan to achieve them.
5. Implement the plan and exchange impressions of its success or failure with the client.
6. Complete the contract.

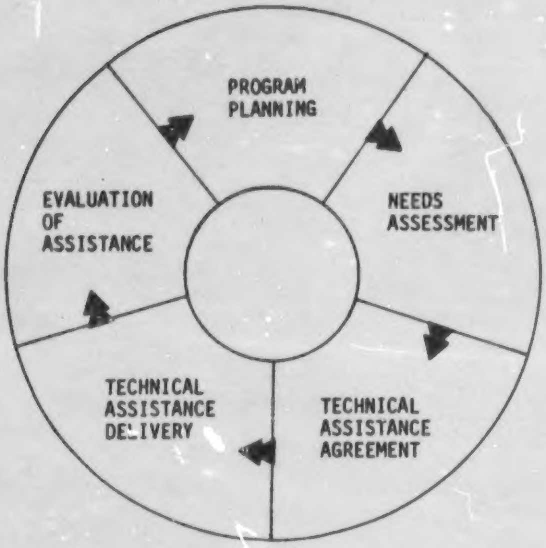
TADS, as a broker, has used a similar system in offering technical assistance to clients. (See Figure 3.)

How Do You Select a Consultant?

You make sure he or she can solve the client's needs and is the kind of professional the client wants. To make a satisfactory selection, TADS begins with a formal assessment of needs and a program review. Then, in conference with the client and the needs assessor, technical assistance (TA) coordinators (the people at TADS who arrange for consultations) help capture this information in precise statements which are translated into objectives for

FIGURE 3

TADS Technical Assistance Model


PROGRAM PLANNING
NEEDS ASSESSMENT
TECHNICAL ASSISTANCE AGREEMENT
TECHNICAL ASSISTANCE DELIVERY
EVALUATION OF ASSISTANCE

addressing the problems. Often, some form of consultation is indicated. The information developed by the coordinators and clients is critical to selecting the right consultant.

TADS maintains a "consultant or talent bank" which contains information on consultants arranged by substantive areas. Vitae, evaluation data from previous TADS assignments, and a profile (Figure 4) are included for each entry. Personnel in the bank are drawn from the Handicapped Children's Early Education Program (HCEEP) network (TADS client group), individual and group consulting firms, universities and colleges, and state and local departments of special education.

The TA coordinators add their experience to this data. When matching begins, they rely on memory (since exceptional consultant performance tends to be remembered), the experience of other TADS personnel, and the consultant

FIGURE 4

TADS STATES' CONSULTANT PROFILE

Name: ____________________

Title/Position: ____________________

Agency: ____________________

Address: ____________________

____

____

Telephone: ____________________

Social Security #: ____________________

Federal I.D. #: ____________________

Preferred address for contact:

____

____

____

Preferred Telephone: ____________________

Please rate your competence to consult in the following areas: 3=High 2=Moderate Competence 1=Not Applicable

PROGRAM DEVELOPMENT

___ state planning
___ service needs assessment
___ funding/financial management
___ organizational development
___ evaluation planning
___ technical assistance delivery
___ legislation development
___ standards/guidelines development

PERSONNEL DEVELOPMENT

___ teacher training, undergraduate
___ teacher training, graduate
___ staff development
___ parent education
___ training needs assessment
___ competency identification

INTERAGENCY

___ interagency planning
___ interagency facilitation
___ interagency agreement
___ interagency evaluation

COMMUNICATION/DISSEMINATION

___ public awareness
___ materials development
___ non-print media
___ information systems
___ resource directory development
___ editorial assistance
___ conference planning
___ dissemination/replication planning
___ network/consortia development

OTHER: Please Specify

____

____

Please indicate availability.
I am available to accept assignments:

WHEN

___ business days
___ weekends
___ school year
___ summer
___ any of the above

WHERE

___ in my own state
___ in Mid-Atlantic states
___ in New England states
___ in southern states
___ in midwestern states
___ all of the above

HOW OFTEN

___ less than 5 days/year
___ 6-10 days/year
___ more than 10 days/year

Please indicate fee requirements: $____________/day

Other contractual considerations (please specify)

Current resume on file at TADS' office: ___ yes ___ no. If no checked, please send us a copy of your resume along with this form.

I understand that this registration is for information only and does not obligate me to accept any assignment and does not constitute an obligation by TADS to offer assignments. Also, this profile will not be duplicated and shared.

____
Date

____
Signature

bank. Usually two or three candidates are identified for each consultation. If the coordinator can find none who are appropriate, he or she may call clients, professional organizations, or other information sources for recommendations.

Are Other Factors Involved in Matching?

Yes. Often prospective consultants are more or less equal in terms of expertise and ability. So, practical considerations become important guides in making the match.

1. Geography. Have the consultant and client something in common geographically? Do they reside in the same state or region, or are they from areas that have geopolitical or cultural similarities? Often rural clients are served better by consultants from rural areas; the same equation frequently holds for urban clients. Also, the closer the consultant lives to the client, the less to be spent on travel. Dollars originally slated for airfare may be used for additional TA when the consultant lives nearby.
2. Type of agency. Does the candidate have any experience with the agency? TADS clients are typically in public schools, universities, hospitals, state departments of special education, and community service agencies. Familiarity with the client's workaday language, politics, and technology is a prime consultant asset.
3. Previous experience. Perhaps the candidate has consulted successfully on a similar need in the past or experienced a problem like the client's. For example, an experienced director of a

preschool program is frequently the best source of help to a novice director.

4. Preselection. Sometimes clients know who they want to consult. After screening the candidate, their choice is most always honored.
5. Compatibility of professional philosophy. Behaviorists prefer to work with behaviorists, humanists with humanists, and so on. A consultant with a strong commitment to parent involvement may be incompatible with a client who is primarily concerned with legislative issues. These discrepancies are best considered when selecting a consultant, not during the actual consultation.
6. Consultant style. Are the consultant and client's styles compatible? What do you get when you cross a process-oriented consultant with a task-oriented client? Frustration! Another potential mismatch is the high-powered, hard-driving consultant with a low-keyed, child-centered client. Also, face-offs of professional titans are best avoided.
7. Ethnicity/language sensitivity. Depending upon the need being addressed and the predominate language and ethnicity of the client's staff or target population, a special sensitivity to cultural issues may be required. For example, a client that serves a predominately Mexican-American group may request a consultant who is fluent in the Spanish language and sensitive to the Chicano cultural heritage.
8. Interest. Is the candidate willing and able to give the client his or her best effort? Sometimes consultants find new interests and would rather not go over old ground. Also, skilled people often lead harried lives: while they may be able to force extra tasks into

their busy schedules, stress is likely. Also, government-rate consultant fees may fall short of a particular professional's usual remuneration: a bad start. The best consultant is the one who sees the client's needs as equal to any on his or her professional agenda.

9. Availability. Big name or small name, sometimes appropriate dates cannot be found. The ups and downs of rescheduling may weary and disappoint all concerned. Therefore, selecting a consultant with ample time to schedule and conduct the consultation is desirable.

What Happens When the Consultant Is Chosen?

One of two things: the TADS TA Coordinator recommends the consultant to the client project; or, when requested, a short list of candidates (with vitae) is sent to the client. If the second option is chosen, the client is encouraged to contact the candidate personally. Usually, TADS has advised all candidates that the client may call. The client's choice is honored.

The consultant and client then develop an agenda for the consultation. The consultation takes place. Afterwards, the client and consultant complete separate evaluation forms for TADS (Appendix B); and the consultant writes a report to the client and delivers any promised work. Follow-up consultations or other services (as necessary) are handled through TADS.

Are There Problems For the Consultant with TADS Approach?

Yes. Because of the nature of the work, he or she may be faced with several difficulties.

1. Identity. The first and most critical question is: who is my client? The answer is rarely conclusive in the brokerage situation. On the surface, the answer to the question seems simple enough: the

broker agency's client has a need and the consultant addresses that need; therefore, the agency's client is the consultant's client. The problem occurs when the consultant is retained and paid by the agency, which identifies, interprets, clarifies, and affirms the client's need. The fact that the agency is accountable to a funding source affects the priorities it sets. Thus, the agency has an added stake in the consultant's work. The consultant, in the final analysis, serves at least two masters and must balance the related, but separate, purposes of each successfully.

2. Communication. Clear communication between client, consultant, and broker can be a problem in the best of times. In the worst of situations, the consultant may be caught in a rift between the agency and client, each of whom has reached a different conclusion regarding a particular need and how to solve it. To complicate the scenario, the client may be unable to explain the need adequately to the consultant while the broker agency describes their sense of the need very clearly. The consultant, unfortunately, is forced to examine both views and come to his or her own understanding of the need.

3. Confidentiality. A broker typically serves a network of client organizations which have similar missions and structures and interact frequently. After a time, the popular consultant becomes like a "small town minister." He or she knows everybody's business and style and vice versa. The opportunities for breaches of confidentiality are legion. The broker agency must be careful to

maintain standards of confidentiality when introducing potential consultants and clients.

4. Conflict. The possibilities for disagreements are vast. The consultant may attempt to impose his or her views on the client. Or the consultant may be so wedded to certain ideas that the client's needs are overlooked. The consultant and client also may have radically different professional orientations: e.g., behavioral versus psychoanalytic approaches to educating emotionally disturbed children. Dissonance between the client and the consultant can also occur when one party is strongly task-oriented and the other is committed to the process approach. Personality conflicts can be a problem: e.g., a hard-driving consultant may be mismatched with a relaxed client. These differences can have a profound impact on the success of consultation.

5. No feedback. The actual consultation experience is planned and conducted by the consultant and the client: the broker rarely gets to see the interaction. While periodic communication with all parties may alert the broker to a major success or problem in the consultation, detailed guidance often cannot be provided the consultant because the broker agency is too far from the client site. After the work is done, the consultant usually has little further contact with the client, and the actual outcomes of the consultation are usually not realized for a long time. Consequently, it is difficult for the broker agency to obtain the information needed to provide productive feedback to the consultant.

What Problems Face TADS as the Broker Agency?

Such an agency has a responsibility to act as intermediary between the consultant and client. In this capacity, the agency engages in many different activities, such as assisting the organization in identifying and describing its needs, selecting methods for addressing the needs, and locating and obtaining human and information resources.

1. Role conflicts. The agency which brokers and consults may experience some role conflicts. People who fill more than one of the following roles, in fact, may find it hard to complete their tasks: the need identifier, the change facilitator or coordinator, the actual change agent, and the accountant or documenter of the changes made. The role conflict may be manifested by a confused relationship with the client. The client may have difficulty perceiving switches in roles and the agency staff may have difficulty making the switches. The various roles played and the conflicts that result may cause the client to see the agency as incompetent or overextended.
2. Finance. When the broker agency pays for some or all (as TADS does) of the consultation service, unique problems concerning the financial arrangements may arise. Personnel costs may be very high. For example, staff time is required to identify and confirm the client's needs, develop mutually acceptable agreements for services, and select and confirm the consultant. (See Figure 5 for other consultation activities which consume agency personnel time.) Second, long-term, costly interventions usually are not possible (at least that has been TADS experience), so the broker agency may select short-term (less costly) interventions for problems that, in

FIGURE 5
A Comparison of TADS Technical Assistance Approach
and Lippitt and Lippitt's Phases of Consultation

TADS Technical Assistance Approach		
Five Stages of the TADS TA Model	TADS Activities with Client	Corresponding Lippitt and Lippitt Phase of Consultation
Program Planning	1. Contact all clients first of each year for status check of program plans.	Phase 1
	2. Hold orientation workshop for all new clients each year.	Phases 1 and 2
Needs Assessments	3. Conduct comprehensive program review.	Phase 3
	4. Identify technical assistance needs and objectives.	Phases 3 and 4
	5. Develop plans and procedures to address technical assistance needs and objectives.	Phase 4
Technical Assistance Agreement	6. Review needs assessment requests and budget allocations.	Phase 4
	7. Negotiate a final "Memorandum of Agreement" with client.	Phases 2 and 4
Technical Assistance Delivery	8. Solicit information on project needs and other recommendations from consultant; or ask client what characteristics they would like in a consultant.	Phases 3 and 4
	9. Select the consultant, confirm dates of work, and negotiate expenses and fees.	Phase 4
	10. Prepare activities for client and consultant.	Phase 4
	11. Await completion of consultation.	Phases 1, 2, 3, 4, 5, and 6
	12. Receive consultant's summary and recommendations for follow-up activities.	Phases 5 and 6
	13. Negotiate additional consultation, if necessary.	Phase 6
Evaluation of Technical Assistance	14. Ask for an evaluation of the consultation by both the client and consultant.	Phase 5
	15. Send evaluation feedback to client and consultant.	Phase 5
	16. Have client evaluate technical assistance results at the end of the contract year.	Phase 5
	17. Send closure letter, for current year, to client.	Phase 6

reality, demand more time. Third, clients may place little value on free services and, thereby, undermine the change effort. If an agency is funded by clients rather than a central agency (such as the U.S. Department of Education), it may be difficult, if not impossible, to get the clients to pool resources to support the broker agency -- especially if they are scattered geographically. If the clients are supported by a variety of fiscal agencies (e.g., local and state educational agencies, private nonprofit agencies, etc.), the difficulty of building adequate support may be compounded.

3. Consultants. The agency must also decide whether to advise the client to use a consultant not sponsored by the agency to assist in addressing a need for which the agency is already providing consultation. Some evidence, though spotty, indicates that "too many cooks spoil the broth." For two consecutive years (1978 and 1979), but not in the third year (1980), analyses of TADS evaluation data indicate:

   > Clients who receive technical assistance [e.g., consultations] solely from TADS made significantly more progress towards identified technical assistance needs than did those who received technical assistance from TADS and another source (Suarez and Vandiviere, 1979, p. 82).

4. Measurement. How do you select methods to measure a consultant's performance? What should be evaluated: the effectiveness of the consultation? After all, it is ultimately change in client organizations that is sought. But measuring this change can be intrusive. Deciding whose actions affected the change (consultant, broker, client) and by how much is not easy. (See Chapter 4.)

Are There Problems for the Client with TADS Approach?

1. Timeliness. The groundwork for a consultation takes an enormous amount of time. With TADS number of clients, needs assessments alone consume the first quarter of a contract year. By the time agreements are developed and all consultants are pinpointed and confirmed, some timely needs may have passed unaddressed. However, TADS does try to be flexible enough to address really urgent needs on demand and to change arrangements when the client's needs change.
2. Communication. Sometimes the essence of a need is misunderstood despite a personalized needs assessment and extensive consultative assistance. The consultant selected to meet the perceived need may be the wrong person to tackle the problem that finally emerges at the client's office. In these cases, TADS usually provides another professional.
3. Single point of entry. Sometimes needs assessments and other activities occur between the TADS staff, a needs assessor, and a single client representative. In these situations, the consultant may arrive only to find that the client staff and the administration have substantially different expectations for the consultation than those of the contact person. Often the consultant will be flexible enough to respond to the new perceptions and get on with the business at hand. If not, the TADS TA coordinator tries to unsnarl the knot.
4. Readiness. Sometimes, the client is not ready for a consultant at the time agreed upon with TADS during the needs assessment. But it is hard for anyone to admit to a miscalculation and even harder to turn down a consultant's help, though the timing is all wrong. TADS

tries to be sensitive to the client's situation -- slowing down the consultation process and reassuring the client of the value of proceeding at one's own pace when it seems prudent to do so. The consultant is asked to drop back a stage or two in the process if this will help the client.

Are There Any Major Flaws in the Consultation Model?

While we have found few serious problems at TADS, other voices argue that the consultation model itself is flawed. McKnight (1981), in speaking for clients, lists three major problems which he maintains are grounds for a client revolt against the "professional problem definers." He argues against (1) inefficiency, (2) arrogance, and (3) iatrogenesis.

The first argument is that even though there are more consultants today consuming more resources than ever, the total number of problems being addressed has not been reduced and in some cases has even grown worse. Consultation is not fulfilling one of its basic missions -- problem reduction. McKnight (1981) says it in this way: "In management terms, inputs are up and outputs are down. In investor idioms, there is no leverage. In taxpayer language, it's a bad 'proposition' (p. 39)."

The second argument, arrogance, is that consultants are "inherently elitist and dominant." They are arrogant because they have the power to define problems, design the remediation, and evaluate the efficacy of the solution. This is a classic example of a closed system.

The third argument, iatrogenesis, is that a consultation may produce more problems than it solves. In other words, the cure is worse than the illness.

Are the Problems Surmountable?

While the above discussion indicates that consultations and the brokering of consultants can be problematic, TADS overall experiences in these areas have been positive. Thanks largely to a client-centered and nondirective philosophy of technical assistance, McKnight's worst scenarios have to date been avoided. Since consultation is a two-way communication process, there will always be problems. In its role as a broker, TADS both initiates and channels communication between the client and consultant. Careful attention to the communication process, the skills and traits needed by consultants, and the characteristics of the client and broker agencies, have contributed to the success of TADS-sponsored consultations. TADS systematic approach -- the technical assistance model and associated consultation activities -- assures continuity and successful program development for clients. This success is exemplified by the following statement from one client:

> TADS approach to organizational decision-making (development), i.e., carefully articulated goals, strategies and evaluation procedures, has over a three-year period affected our own style of administration. It has been this process rather than any single TA effort that has (had) the greatest positive impact. TADS is, in other words, a terrific role model (Suarez and Vandiviere, 1978, p. 36).

BIBLIOGRAPHY

Behr, S.; Hawes, J.; Vandiviere, P.; and Suarez, T. *A Case Study of Technical Assistance to Demonstration Programs, Part 1*. Chapel Hill, NC: Technical Assistance Development System, University of North Carolina, 1981.

Ekendahl, J. *Consulting Concepts: A Handbook*. Seattle, WA: University of Washington, 1979.

Gurski, G. *Consultation Skills for Resource Specialists*. Los Angeles: California Regional Resource Center, 1977.

Kiester, D. *Consultation in Day Care*. Chapel Hill, NC: Institute of Government for the University of North Carolina at Chapel Hill, 1969.

Marguiles, N. and Raia, A. *Organization Development: Values, Processes, and Technology*. New York: McGraw-Hill, 1972.

McKnight, J. "Can You Tell Me What Good Work Needs to be Done in America?" *The Grantsmanship Center News* 39(1981): 36-43.

Menzel, R. "A Taxonomy of Change Agent Skills." *Journal of European Training* 4(1975): 289-291.

Lippitt, A. and Lippitt, R. *The Consulting Process in Action*. La Jolla, CA: University Associates, Inc., 1978.

Suarez, T.M. and Vandiviere, M.P. *TADS Evaluation Report for Year One*. Chapel Hill, NC: Technical Assistance Development System, University of North Carolina, 1978.

Suarez, T.M. and Vandiviere, M.P. *TADS Evaluation Report for Year Two*. Chapel Hill, NC: Technical Assistance Development System, University of North Carolina, 1979.

Suarez, T.M. and Vandiviere, M.P. *TADS Evaluation Report for Year Three*. Chapel Hill, NC: Technical Assistance Development System, University of North Carolina, 1980.

Suarez, T.M., Vandiviere, M.P., and Scroggs, C.L. *TADS Evaluation Report for Year Four*. Chapel Hill, NC: Technical Assistance Development System, University of North Carolina, 1981.

4 Evaluation: One Approach

by Tanya M. Suarez and Patricia Vandiviere

What information should be gathered to evaluate technical assistance?

Who should provide the information?

How can a technical assistance agency which provides a helping service also evaluate the effectiveness of that service?

What resources are needed to conduct an evaluation of technical assistance?

These questions are examples of the types of issues confronted in designing and implementing evaluations of technical assistance (TA). Unfortunately, when such issues surface, there is little in the literature on evaluation concepts and experiences to guide technical assistance agency staffs.

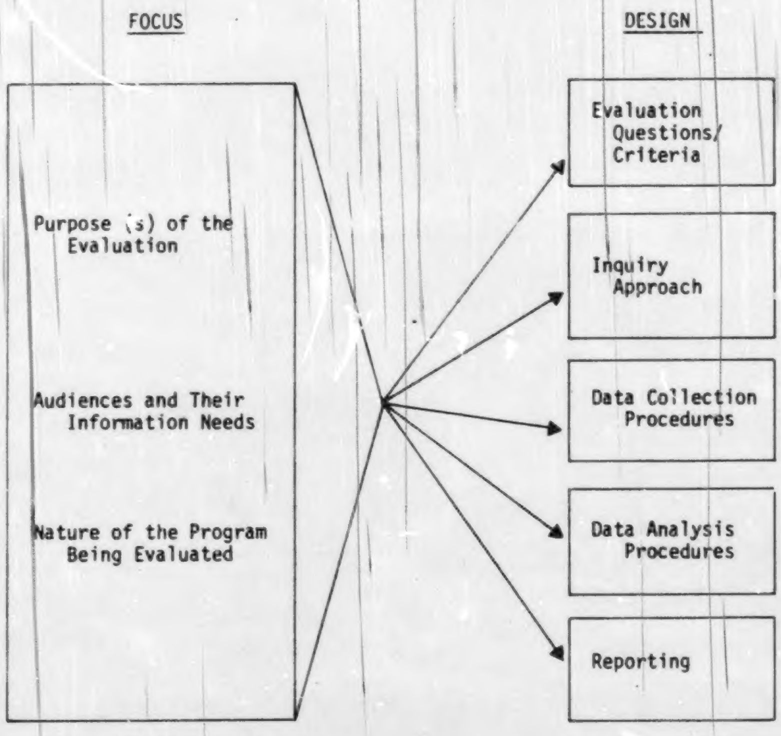
One way to begin answering these questions is for TA providers to share information on the evaluation of their services. This may include defining issues, solutions, and practices. When identified and analyzed, strengths and weaknesses, or successes and problems, can be used to crystallize concepts and develop models that may be used by the whole TA field.

It is the purpose of this chapter to contribute to an understanding of the issues and decisions which face evaluators of technical assistance and to offer insights into the way TADS has reached and implemented certain practices. The evaluation described in the following pages has been developed and used over a number of years as TADS provided assistance to demonstration projects and state education agency grantees in the Handicapped Children's Early Education Program (HCEEP) of the U.S. Department of Education.

Technical assistance agencies vary in terms of client groups, purposes, and methods of providing services. Nonetheless, they are all likely to encounter program evaluation issues that are similar. To help the reader compare his or her experience with ours, the evaluation of TADS is described according to a general model (see Figure 1).

FIGURE 1

Elements of a Program Evaluation Design


FOCUS
DESIGN
Purpose (s) of the Evaluation
Audiences and Their Information Needs
Nature of the Program Being Evaluated
Evaluation Questions/ Criteria
Inquiry Approach
Data Collection Procedures
Data Analysis Procedures
Reporting

FOCUS

An oversight or omission in much evaluation work is a clear specification of focus. To avoid the problems that an inadequate focus creates for an evaluation (e.g., the choice of inappropriate instruments, poor timing of evaluative events, etc.) and to achieve a consensus on an evaluation approach among staff members, considerable time and effort were spent in clarifying the focus for the evaluation of TADS. The results of the discussions to determine the focus, which sometimes were heated but always enlightening, are described below.

Purposes of the Evaluation

The evaluation of TADS was designed to be both formative (to improve the technical assistance system) and summative (to demonstrate its overall effectiveness or worth). Specific purposes of the evaluation were:

1. To determine if objectives for implementing the TA system as stated in its contract with the government had been achieved;
2. To provide ongoing feedback regarding the delivery and quality of individual TA services;
3. To determine the overall effectiveness of the TA as designed and delivered by TADS; and
4. To generate new knowledge regarding the nature and processes of technical assistance.

Audiences and Their Information Needs

The purposes for the evaluation of TADS, to a large extent, grew out of the evaluation information needs of its audiences. The audiences for the evaluation were:

1. TADS staff
2. Special Education Programs (SEP) staff (SEP, TADS federal contracting agency, is part of the U.S. Department of Education.)
3. Frank Porter Graham Child Development Center (FPG) staff (FPG is located at the University of North Carolina and is the administrative agency for TADS.)
4. TADS professional colleagues (e.g., other technical assistance agencies, special educators, medical personnel, and state education department personnel)

To improve the TA system, TADS staff members needed continuous feedback regarding individual TA services and periodic feedback on the overall status and effectiveness of all services provided. To manage the TADS contract effectively, information was needed on the accomplishment of administrative objectives. Finally, staff members were interested in learning more about the process being used, so success stories could be shared with other professionals and problematic processes could be changed, modified, or terminated.

SEP staff members needed information about the status of TADS activities and the accomplishments and quality of the technical assistance provided to clients. Because SEP funds several technical assistance programs, the agency also was interested in receiving any results which provided new insights about TA.

It was assumed that the leadership of FPG would be interested in the successful completion of the TADS contract and the effectiveness of the TA system. The TADS staff also believed that colleagues at FPG and other TA practitioners would be interested in new knowledge, insights, or practices discovered or developed as a result of TADS experience in providing technical assistance.

101

Nature of the Program Being Evaluated

TADS. The elements of a technical assistance system most directly affecting its evaluation are: (a) its goals; (b) the approach used to achieve the goals; and (c) the types of services provided (Suarez, 1980).

The overriding goal of TADS is to assist in and enhance the overall development of the HCEEP programs for which its clients (the leadership and staffs of HCEEP-funded programs) are responsible. To accomplish this goal, TADS offers assistance in the early-childhood-special-education content areas in which clients are working and in the overall organization, administration, and operation of client programs.

The attitude or philosophy toward technical assistance taken by TADS is that it should be supportive, responsive, interpersonal, and nonevaluative. The assistance is provided within the framework of the systematic, yearly process shown in Figure 2, TADS Cycle of Services, which was described earlier in this volume.

TADS provides a comprehensive and varied form of (a) in-field, (b) in-house, and (c) in-print services (Lillie and Black, 1975) to meet the overall goal of program development and the specific client needs identified during the needs assessment. These services are designed to create awareness, aid in program planning, enhance skills, or aid in the actual development or implementation of the program. The technical assistance services commonly offered by TADS to produce these results are: on-site and off-site consultations, information searches, visits to exemplary programs, reviews and critiques of plans and products, small- and large-group workshops, a quarterly newsletter, and publications on topics of concern to clients.

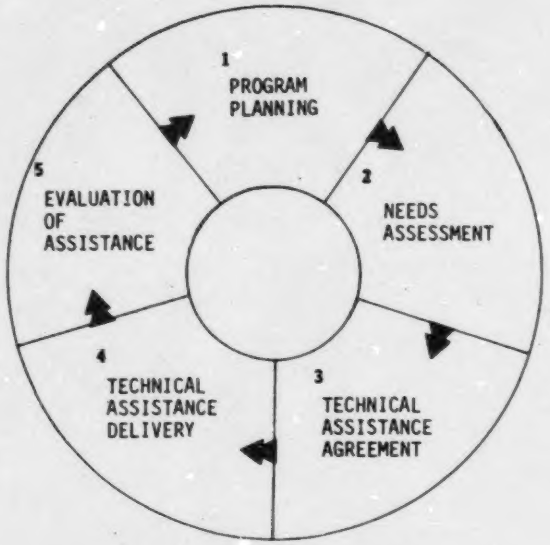

1
PROGRAM PLANNING
2
NEEDS ASSESSMENT
3
TECHNICAL ASSISTANCE AGREEMENT
4
TECHNICAL ASSISTANCE DELIVERY
5
EVALUATION OF ASSISTANCE

FIGURE 2
The TADS Process of Technical Assistance

TADS clients and their TA needs. The primary client groups served by TADS are well defined. The funding source restricts direct TA services to: (a) three-year, locally-based demonstration projects; and (b) state education agency grantees which are planning statewide comprehensive services for preschool handicapped children and their families.

The demonstration projects have similar overall purposes, and their staff members work in many of the same general areas. The states, on the other hand, share the general goal of developing and/or improving services to preschool handicapped children and their families, but they vary considerably from the projects in the efforts they undertake to accomplish this goal.

Through experience, TADS has identified the major categories in which most client needs fall. Demonstration projects most often need help in the content areas of: services for children, services for parents, staff development, demonstration/dissemination, administration/management, program evaluation, and continuation funding. Needs of state education agencies vary more from grantee to grantee, but they include areas such as: statewide planning, developing interagency agreements, in-service training, teacher certification, and program evaluation. In terms of program development, both demonstration projects and states need assistance in decision-making, planning, obtaining information, developing skills and competencies, developing specific materials or procedures, and revising and refining existing materials or procedures.

Implication of the Focus for the Evaluation Design

Clarification of the focus of the evaluation provided TADS with two things that were very important. First, the clarification process itself provided a vehicle for involving staff members in the evaluation and encouraging their commitment to it. Second, clarifying the focus provided information which could be used to tailor the evaluation to TADS specific needs. By examining Figure 3, the reader can begin to see the needs that the design (on the basis of focus) would have to address.

The purposes for the evaluation made it necessary that the design include inquiry into four, somewhat distinct, areas: the TADS contract, individual TA services, all other services provided by TADS, and topics (regarding the provision of technical assistance) about which the staff wished to know more.

The audiences for the evaluation and their information needs affected the type and timing of evaluation reports. The TADS staff needed ongoing, periodic, and summary (yearly) information. The funding agency required

FIGURE 3

Focus of the TADS Evaluation

FOCUS

PURPOSES OF THE EVALUATION

1. Determine if contracted objectives were met
2. Provide ongoing feedback to the TADS staff regarding the technical assistance provided
3. Determine the overall effectiveness of TADS
4. Generate new knowledge regarding technical assistance

AUDIENCES	THEIR INFORMATION NEEDS
1. TADS staff:	Status of contract, delivery and quality of individual technical assistance services, overall effectiveness of TADS technical assistance, new knowledge regarding the delivery of technical assistance
2. Funding agency (SEP):	Status of contract, effectiveness of TADS as a provider of technical assistance
3. Administrative agency (FPG):	Overall effectiveness of TADS technical assistance, new knowledge regarding technical assistance
4. Other technical assistance professionals:	New knowledge regarding technical assistance

NATURE OF THE PROGRAM BEING EVALUATED

1. TADS
   - a. Goal: Enhance development of client programs
   - b. Approach:
     - (1) Attitude--Responsive, supportive, interpersonal, nonevaluative
     - (2) Structure--Systematic, individualized, client-staff oriented
     - (3) Types of services--In-house, in-field, in-print
2. Clients (HCEEP funded demonstration projects and State Implementation Grants)
   - a. Goals: Create, develop, and/or implement model services for preschool handicapped children and their families
   - b. Technical assistance needs: Specific content areas in the field of early childhood special education, program development processes and procedures

information relative to the contract. Reporting mechanisms for providing this information (Quarterly Progress Letters) were specified in TADS contract with SEP. FPG and SEP needed the same summary information provided to the TADS staff. All audiences needed reports of special studies on technical assistance as they were developed.

The goals and philosophy of TADS suggested further considerations for the evaluation. First, the overall goal of TADS and the focus of its services required that the evaluation concentrate on variables related to the organizational and programmatic development of the client programs. TADS philosophy required that the evaluation be nonevaluative of the client and that it not interfere with the supportive, interpersonal aspects of the technical assistance.

The structure of TADS TA process (Figure 2, p. 96) permitted the evaluation to be systematic (across clients and client groups), but the individualized nature of the TA required that the evaluation design accommodate differences in the amount, type, and content of services that were delivered to individual clients. The variety of types of services provided to clients made it necessary to tailor data collection procedures to each specific service.

With regard to the clients, the evaluation needed to reflect the differences in the two primary client groups. It also had to focus on the common needs of the groups and the individual needs of the programs in each of them.

DESIGN

Even when the focus for an evaluation is specified, designing its specific content and procedures is not unlike putting together a puzzle containing a set of oddly shaped pieces. The focus provides the framework for the "puzzle." It shows how most of the pieces fit together. But there are some areas of the puzzle in which none of the pieces seem to fit. These "missing pieces" can be positioned only after you have other parts of the puzzle put together and can see what is needed (i.e., after decisions regarding details are made and as other issues relative to evaluating technical assistance are confronted and resolved). The following discussion provides an explication of the TADS evaluation design including the "missing pieces" and the ideas and strategies that were combined to provide the complete picture of the process.

Evaluation Questions and Criteria

On the basis of the decisions made about the focus of the evaluation, five major evaluation questions were developed. They corresponded almost directly to the purposes for the evaluation.

1. Has TADS fulfilled the provisions of its contract with SEP? If not, why?
2. How effective has TADS been in providing services to its clients?
3. How satisfactory have been the services provided to clients by TADS?
4. What has been the impact of TADS technical assistance on its clients?
5. What has been learned about technical assistance?

When specific planning began, additional questions were asked to sharpen the

107

responses that could be given to the five major questions. These and other details of the evaluation design are outlined in Figure 4, at the end of this chapter (pp. 114-116).

Criteria to determine if evaluation results were satisfactory were based on several considerations. First, the staff of TADS wished to complete all of the work in its contract with SEP. Therefore, all questions related to contract work had "successful completion of all work promised" as the criteria for a satisfactory answer. Provisions were made, however, for modifications in the contract which occur naturally as detailed planning is completed and the priorities of the contractee or funding agency change.

Second, data gathered prior to developing this evaluation system contained very high ratings of TADS services by both client groups. It was assumed that this phenomenon was the result of the high quality of TADS technical assistance or the natural tendency of people to rate TA types of activities quite favorably, or a combination of the two. These assumptions led to the selection of above average results as the criteria for acceptable responses by clients and TA providers regarding the quality of services delivered.

Finally, some of the questions required descriptive rather than evaluative answers. These questions were designed to obtain information that would provide the basis for interpreting other results or, in the case of the research studies, new information regarding TA. It was inappropriate to assign criteria to these questions but important that the questions themselves be included.

108

Inquiry Approach

Because of the variety of information needs, no one inquiry approach could be used to provide the data that the evaluation questions required. Each question had to be considered for its own information needs, and an appropriate inquiry approach to those needs had to be chosen.

The first decision to be made was whether the approach required evaluation or another form of inquiry. Some questions clearly demanded an evaluative response. Others, as mentioned previously, required descriptive answers. Still others, particularly those related to discovering new knowledge, called for research.

Once the basic approach was determined -- description, evaluation, or research -- it was necessary to be more explicit about the type of inquiry so that data collection and analysis procedures could be chosen. For those questions that were evaluative, several types of inquiry were indicated by the questions and their criteria. Objective-based evaluation (Gallagher, Surles and Hayes, 1972; Popham, 1972) was used to determine the accomplishment of objectives. When meeting criteria rather than accomplishing objectives was the basis for determining results, discrepancy evaluation (Provus, 1971) -- comparison of results to a previously established standard -- was used. For one of the special studies, an input evaluation approach (Stufflebeam, et al., 1971) was selected as most appropriate.

Specifying the generic type of evaluation or research needed did not, for some questions, provide sufficient guidance for the design of data collection procedures. For them, primarily those requiring information about or from the clients, additional specification was needed. In order to obtain continuous feedback from clients regarding TA services and at the same time build a data base to use for summarizing data about the total client group, a quick turn-around system of inquiry was needed. Survey research was chosen as the approach because of the speed with which information could be acquired, the systematic data it could provide, and its feasibility in terms of time and cost.

For the research studies, approaches appropriate for the specific research questions posed were used. Because there was no body of knowledge on which to base the study of TADS type of technical assistance, all of these approaches were considered exploratory.

Data Collection Procedures

Analysis of the information needed in order to complete the inquiries led to the development of five types of data collection procedures.

The TADS Filing System was established to provide a storage and retrieval system for the documents related to the objectives in the contract. It consists of extensive files maintained by the Director of TADS and staff members who have specific responsibilities relative to the contract.

The TADS Aggregate Summary Form was developed to provide a system for recording and describing all services provided to clients. (See Appendix A.) Maintained by the technical assistance coordinators (the staff members at TADS who maintain liaison with clients and arrange TA services), this form provides information on: clients' needs, the type of assistance provided, the amount of assistance, the number of clients participating in the assistance, and the type of TA provider (e.g., a TADS staff member or an external consultant).

The TA Event Evaluation Forms are questionnaires designed to provide both systematic information about all services and unique information on specific types of technical assistance events. "TA events" include needs assessments and the specific services designed to meet individual technical assistance needs identified during those assessments. Forms have been developed for: consultations, reviews and critiques, visits to other programs, information searches, needs assessments, small-group meetings, and workshop presentations. (See Appendix B for examples of each TA event form.)

These forms are sent to clients when the specific TA is provided. In the cases of the needs assessments and consultations, the consultant who provided the TA also receives a form. Responses on the form provide descriptive information about the event itself, about client and consultant perceptions of what the TA accomplished, and about the client's level of satisfaction with the technical assistance and its quality.

The TADS End-of-Year Survey is sent to clients at the completion of each cycle of TA (i.e., each year). It provides information regarding: (1) progress toward meeting technical assistance needs, (2) the impact of the TA on programmatic and organizational areas of the client programs, and (3) perceptions of overall satisfaction with the TA provided by TADS during the year. (See Appendix C.)

Specific forms were not developed for the case study. Instead, four questions were specified to guide the observations and interviews of the external consultants (Behr, Hawes, Vandiviere, and Suarez, 1981, 1982, 1982).

Data Analysis Procedures

Most of the evaluation questions required that specific types of results be compared to preestablished standards or that the data provide a description of the TA as it occurred during a given year. Consequently, data analyses were needed which summarized results of TA with the total client group. The computation of summary statistics, e.g., frequencies, percentages, means, etc., is, therefore, the first step and base for most data analysis procedures used in the evaluation. These summary statistics are then compared to the preestablished criteria.

For other questions, particularly those for additional research studies, the selection of appropriate data analysis techniques was necessarily specific to the questions posed. (Refer to Figure 4, p. 114.)

Reporting

To meet the needs and interests of the evaluation audiences, five types of written reports are prepared. The TADS staff members responsible for technical assistance (primarily the technical assistance coordinators) receive the written feedback of clients and consultants on the TA Event Form as it is received in the TADS offices. From the ratings and comments on the forms, they determine if the TA was perceived to be successful and, then, design appropriate follow-up activities.

Quarterly Progress Letters are prepared to provide a description of activities undertaken and progress made toward meeting the objectives stated in the TADS contract. Documentation to support or further describe activities is attached. These Letters are sent to the TADS staff, the funding agency (SEP), and the administrative agency (FPG). They serve, for all three audiences, the purpose of providing information which can be used to manage the contract.

An End-of-Year Evaluation Report is prepared each year to provide information on TADS effectiveness in delivering technical assistance, the quality of the services delivered, and their impact on the clients and their programs. This report provides the TADS staff, SEP, and FPG with summary information regarding the organization's effectiveness. The information can be used to modify and improve future services.

Two types of reports furnish information to TADS audiences and the field at large on new knowledge about TA. They are special reports and journal articles. Special reports, i.e., reports of studies conducted to learn more about TA, are distributed to the TADS staff, SEP, FPG, and professionals in other technical assistance centers around the country. From these reports and other data gathered, journal articles are written to share the new information with a wider audience.

CONDUCTING THE EVALUATION

Knowing what you would like to do and doing it can be two different things. Organization, resources, and fiscal support have a great influence on the success of an evaluation. This is particularly true in new programs, such as technical assistance, for which there is neither a history of or impetus for extensive evaluations. TADS is fortunate in the way its organizational structure has evolved to support the evaluation process.

Organization

Because the primary audience for the evaluation is TADS staff members who need ongoing feedback to accomplish their tasks, it was determined that at least part of the evaluation should be conducted internally. From TADS earliest days, a position within the organization entitled "Associate Director of Evaluation" has existed. The importance given evaluation by the designation of a full-time administrative position with accompanying staff support and the organizational level at which the position was placed are noteworthy.

Organizationally, the evaluation section of TADS is one of four distinct operating units, the others being TA Services to Demonstration Projects, TA Services to States, and Publications. The Associate Director responsible for the evaluation is part of the management team, under the guidance of TADS Director, that comprises a fifth organizational component -- Administration.

One of the keys to the operation and success of the TADS evaluation is the data management system. A half-time data analyst and manager has the responsibility of coding, entering, cleaning, and analyzing all of the quantitative data gathered. The analyst works most of the time at the FPG data management center where all of the equipment, services, and expertise needed to store, retrieve, and analyze data are located. The analyst deliberately spends some time at the TADS offices. This arrangement allows the analyst to become familiar with the organization and to provide data services to members of the TADS staff other than those directly involved in the TADS evaluation.

At various times in its history, TADS has hired outside consultants and consulting agencies to review and aid in the design and implementation of its evaluation. Other efforts to obtain completely external evaluations of the system have been proposed to the contracting agency, but not funded.

Resources for the Evaluation

As the current evaluation system has been implemented, the resources for the evaluation have increased. Currently, the resources for the evaluation of TADS include:

1. Financial support: Funding within the contract provides for staff salaries, consultant and contractual services, supplies, and computer services.

2. Personnel: An equivalent of two full-time program positions are assigned to conduct the evaluation. They include the associate director, half of the time of a program evaluation specialist, and a half-time data analyst and manager. Other TADS staff members and, when needed, external consultants provide input into and/or review of evaluation activities or products. Clerical support is provided by the TADS secretarial staff and temporary secretarial service agencies.

3. Facilities: Office space, equipment, and facilities are provided through the contract by the University of North Carolina. TADS has access to the computer facilities of the Triangle Universities Computation Center through the data management office of FPG.

Constraints and Support

In addition to resources, there are other constraining and supporting factors which affect the evaluation of TADS.

Constraints. In spite of detailed planning and the resources that have been available, certain constraints have limited the amount or type of evaluation that is possible.

First, most of the evaluative information gathered is client perceptions of the technical assistance. For consultations and needs assessments, perceptions of consultants are also obtained. Both perceptions of the process are valuable and should be a part of any evaluation of technical assistance. Due to cost and feasibility considerations, other perceptions are not routinely obtained -- e.g., those of all client staff members; persons in the administration of the agency in which the client program operates; persons in the funding agency; TADS staff members; or external, objective observers. This limits not only the amount of information available, but also the spectrum of views which would provide a complete portrait of the technical assistance. It was for this reason that the case study was implemented. While all the perceptions listed above have not been obtained, many have been provided via the case descriptions of technical assistance to two demonstration projects. (See Behr, Hawes, Vandiviere, and Suarez, 1981, 1982, 1982).

Related to this constraint is the known bias in the perceptions of most clients. TADS services are provided at no cost to the clients and in a supportive and responsive manner. Clients do not tend to respond negatively to free services arranged by nice people. This bias is recognized and steps have been taken in the evaluation to minimize its effects: e.g., the positive end of rating scales has been expanded to permit greater discriminations. The presence of the bias, however, continues to affect the evaluation results that are obtained.

Finally, TADS commitment to being a nonevaluative source of assistance precludes direct evaluation of client program operation or progress. As a result, the scope of the evaluation is narrowed to client perceptions of progress made in only those areas in which technical assistance is provided. While definitely useful, it is recognized that assessment of the effects of the technical assistance is not as comprehensive as, in an ideal situation, it might be.

Support. Though the constraints are formidable, the strong support for the TADS evaluation by all who are involved has been a powerful asset in conducting the evaluative work. Administrative support and involvement at TADS, by underscoring the importance of evaluation, has made it easier to get the job done. Financial support from the funding agency has permitted the expansion of evaluation efforts and the subsequent implementation of the evaluation described in this paper.

It is probably not possible to overemphasize the importance and value of a supportive staff to internal evaluation efforts. The interest and involvement of the TADS staff in the evaluation has led to an efficient and comprehensive implementation of the evaluation design and noticeable improvements in data collection procedures and reports. In addition, the staff has provided the impetus for special studies by suggesting topics, aiding in their implementation, and requesting information from the evaluation unit.

Much of the data that is gathered for the evaluation comes from TADS clients and consultants. Due in large part to the rapport established by the TADS staff with the clients and the support of clients themselves, return rates for questionnaires are uniformly high and extensive feedback is provided.

SUMMARY

Technical assistance is, by its nature, a complex process. It has been the intent of TADS staff members to develop an evaluation system which addresses the complexities and the specific nature of the technical assistance they provide. In part, the difficulties in evaluating TA have grown out of five issues. These issues were considered as the plan in this chapter evolved, and they will continue to be considerations in future planning.

1. The complexity of the process. In providing assistance, TADS must frequently interact with diverse clients and other assistance agencies. Each interaction affects the technical assistance process and

its outcome. But each interaction is also affected by environmental forces that press upon client and provider. Clearly, evaluations cannot begin to gather evidence on all of the factors which influence the results of TA. Instead, they should focus on aspects which have the greatest impact on the process. The challenge begins with identifying these aspects.

2. The conflict of assistance and evaluation. The success of a technical assistance system, particularly one whose services are provided on request, is largely dependent on its rapport with clients. Rapport is established when both parties trust one another and accept the mutual goal of working together to improve the client's program. A delicate balance, therefore, must be found between helping and evaluating. Evaluation potentially can alter the rapport required for needs to be identified and services delivered. Gathering evaluation data from clients should not be abandoned in favor of rapport, but it should be conducted in a manner that preserves the relationship with the client.

3. Isolating the influences of TA. For the clients served by TADS, many other sources of assistance are available: SEP; the client's own advisors; their administrative agencies; other HCEEP projects and similar programs; and other professionals. This situation makes it difficult to determine the precise effects of a particular intervention. Furthermore, approaches to isolate the impact of an intervention require close and continuous monitoring of the client's program and extensive data collection. These activities may intrude on the delivery of assistance.

To maintain the balance between assistance and evaluation, a carefully controlled research study (the ideal) may be impossible. In its place, a variety of descriptive data reflecting changes in project operation and personnel concommitant with the provision of technical assistance services may be collected. While no causal relationships can be established on the basis of these data, information on the kind of results that consistently follow the provision of technical assistance services can be obtained.

4. The influences of evaluation design. Technical assistance systems usually have an obligation to provide services to all clients requesting them. Thus, limiting or withholding assistance to meet the requirements of many experimental designs (e.g., experimental/control group) is untenable. Evaluation designs for technical assistance systems, such as TADS, must assess the effects of services uniformly as they are made available, rather than rely on manipulating the quantity or quality of services to clients. Designs which provide in-depth descriptions of the TA process, such as survey-based evaluations or case studies, appear to be appropriate alternatives to more traditional experimental designs.

5. The target of inquiry. TADS technical assistance is provided to the staffs of its client programs. The clients, however, work with children, parents, and the community. And, the primary goal of the whole program -- of which TADS and its clients are a part -- is to help handicapped children develop. Nonetheless, because of the structure of the program, TADS never provides direct services to the children. Any benefit the children receive from the technical assistance is

indirect. So, should the TA system be evaluated in terms of its effects on children or only in terms of its effect on program and staff?

We have long recognized these issues as challenges in our work. While they do not prohibit the conduct of quality evaluations, they do make them more difficult to design. Thus they have become an important impetus in our continuing efforts to find new and better ways to evaluate TA.

120

FIGURE 4

TADS Evaluation Design

Evaluation Questions	Criteria	Inquiry Approach	Data Collection Procedures (Provider of Information)	Data Analysis Procedures	Reporting (To the TADS Staff, OSE, Leadership of FPG or Other Professionals)
I. Has TADS fulfilled the provisions of its contract with Special Education Programs (SEP)? If not, why?					
A. Have the short-term objectives of the TADS contract been met? If not, why not?	A. All work completed as specified and/or modified	A. Objective-based evaluation	A. Gathering of documentation of work completed (TADS staff)	A. Comparison of work completed with objectives stated in the contract	A. Quarterly Progress Letters
II. How effective has TADS been in providing services to its clients?					
A. What have been the characteristics of the services delivered, i.e., number of services, type of TA, content area, TA provider, number of days, number of people involved?	A. Not applicable	A. Description	A. Recording of data--regarding services delivered--on Aggregate Summary Form (TA Coordinators)	A. Compilation of data contained in Aggregate Summary Form	A. Quarterly Progress Letters and End-of-Year Evaluation Report
B. Has TADS provided the services to clients specified in the Technical Assistance Agreements?	B. 90% of technical assistance agreement-scheduled services delivered	B. Discrepancy evaluation	B. Recording of data--regarding services delivered--on Aggregate Summary Form (TA Coordinators)	B. Computation of percentage of services delivered as scheduled; comparison of percentage with criteria	B. End-of-Year Evaluation Report
C. Has TADS provided other specified services to clients: e.g., conferences, needs assessments, newsletters, etc.?	C. All services delivered as specified (and/or modified) in the contract	C. Discrepancy evaluation	C. Recording of data--regarding services delivered--on Aggregate Summary Form (TA Coordinators)	C. Computation of percentage of services delivered as scheduled Comparison of percentage with criteria	C. Quarterly Progress Letters and End-of-Year Evaluation Report

FIGURE 4
(continued)

Evaluation Questions	Criteria	Inquiry Approach	Data Collection Procedures (Provider of Information)	Data Analysis Procedures	Reporting (To the TADS Staff, OSE, Leadership of FPG or Other Professionals)
D. What additional services not specified in the contract or technical assistance agreements has TADS provided?	D. Not applicable	D. Description	D. Recording of data--regarding additional services provided--on Aggregate Summary Form (TA Coordinators)	D. Compilation of data contained in Aggregate Summary Form	D. Quarterly Progress Letters and End-of-Year Evaluation Report
III. How satisfactory have been the services provided to clients by TADS?					
A. Were the direct services--i.e., workshops, on-site and off-site consultations, small group TA meetings, review and critiques, visitations, information services--perceived by clients to be of high quality?	A. Mean ratings of "good" or higher in each service delivery area	A. Survey research; discrepancy evaluation	A. Completion of appropriate TA Event Evaluation Form (client and, if appropriate, TA provider)	A. Computation of means of ratings; comparison of mean with criteria	A. Forms returned to TA coordinators; End-of-Year Evaluation Report
B. Were the indirect services--i.e., newsletter, publications, etc.--perceived to be useful to clients?	B. Mean ratings of "good" or higher in each area	B. Survey research; discrepancy evaluation	B. Completion of Publication Survey (clients)	B. Computation of means of ratings; comparison of mean with criteria	B. End-of-Year Evaluation Report
C. Were the clients satisfied with the services delivered by TADS?	C. Mean ratings of "good" or higher in each area	C. Survey research; discrepancy evaluation.	C. Completion of appropriate TA Event Evaluation Form and End-of-Year Survey (clients)	C. Computation of means of ratings; comparison of mean with criteria	C. Forms returned to TA coordinators; End-of-Year Evaluation Report

FIGURE 4
(continued)

Evaluation Questions	Criteria	Inquiry Approach	Data Collection Procedures (Provider of Information)	Data Analysis Procedures	Reporting (To th TADS Staff, OSE, Leadership of FP or Other Professionals)
IV. What has been the impact of TADS technical assistance on its clients?					
A. Has progress been made in areas targeted for technical assistance?	A. Significant difference ($p \leq .05$) between status of needs before and after technical assistance	A. Survey research; discrepancy evaluation	A. Completion of End-of-Year Survey (clients)	A. Computation of correlated t-test	A. End-of-Year Evaluation Report
B. What were the organizational and programmatic impacts of TA?	B. Not applicable	B. Survey research; description	B. Completion of End-of-Year Survey (clients)	B. Computation of (1) percentage of clients indicating an impact; (2) means of impact for each item	B. End-of-Year Evaluation Report
C. Were the impacts of the technical assistance on clients positive?	C. 95% of impacts indicated to be positive	C. Survey research; discrepancy evaluation	C. Completion of End-of-Year Survey (clients)	C. Computation of percentage of responses that were positive; comparison of percentage with criteria	C. End-of-Year Evaluation Report
V. What has been learned about technical assistance?					
A. May less costly strategies be used to conduct an effective TADS needs assessment? (1979-80)	A. Not applicable	A. Input evaluation; exploratory research	A. Completion of Needs Assessment Evaluation Forms (clients and needs assessors)	A. Comparative statistical analyses, e.g., analysis of variance, chi-square	A. Special Report; Journal article
B. What occurs as technical assistance is provided? (1979-82)	B. Not applicable	B. Case study; exploratory research	B. Observation, interviews (external consultants)	B. Content analysis of cases	B. Special Report; Journal article
C. How does technical assistance change during the life of a three-year project? (1978-81)	C. Not applicable	C. Survey research; exploratory research	C. Content analysis of technical assistance provided; completion of TA Event Evaluation Forms & End-of-Year Surveys (clients)	C. Comparative statistical analyses	C. Special Report; Journal article

BIBLIOGRAPHY

Behr, S.K.; Hawes, J.R.B., Jr.; Vandiviere, P.; and Suarez, T.M. *A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part I.* Chapel Hill, NC: Technical Assistance Development System, 1981.

Behr, S.K.; Hawes, J.R.B., Jr.; Vandiviere, P.; and Suarez, T.M. *A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.* Chapel Hill, NC: Technical Assistance Development System, 1982.

Behr, S.K.; Hawes, J.R.B., Jr.; Vandiviere, P.; and Suarez, T.M. *A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part III.* Chapel Hill, NC: Technical Assistance Development System, 1982.

Gallagher, J.J., Surles, R., and Hayes, A. *Program Planning and Evaluation* (First Chance for Children Series, Volume 2). Chapel Hill, NC: Technical Assistance Development System, 1972.

Lillie, D.L. and Black, T.B. "TADS: A Systematic Support System." In M.C. Reynolds (Ed.), *National Technical Assistance Systems in Special Education.* Minneapolis: Leadership Training Institute/Special Education, University of Illinois, 1975. (ERIC Document Reproduction Services No. 121 009)

Popham, W.J. *An Evaluation Guidebook.* Los Angeles: The Instructional Objectives Exchange, 1972.

Provus, M.M. *Discrepancy Evaluation.* Berkeley, CA: McCutchan, 1971.

Stufflebeam, D.L.; Foley, W.J.; Gephart, W.J.; Guba, E.G.; Hammond, R.L.; Merriman, H.O.; and Provus, M.M. *Educational Evaluation and Decision Making.* Itasca, IL: Peacock, 1971.

Suarez, T.M. "Needs Assessments for Technical Assistance: A Conceptual Overview and Comparison of Three Strategies." Doctoral dissertation, Western Michigan University, Kalamazoo, 1980.

Appendices

APPENDIX A AGGREGATE SUMMARY OF TA SERVICES: PROJECTS

AGGREGATE SUMMARY OF TA SERVICES

Project Name: ______________________________

City, State: ______________________________

ID Number: ____________________

TA Coordinator: ____________________________

TOTAL NUMBER OF TA NEEDS IDENTIFIED BY CONTENT AREA

Children	Parents	Staff Dev.	Demo./Dissem.	Evaluation	Admin. & Mang.	Total

Type of Service Code

1. On-Site Consultation
2. Visitation
3. Information Service
4. Review and Critique
5. Additional Technical Assistance
6. Topical Conference
7. Newsletter
8. Publication
9. Small Group Consultation
10. Off-site Consultation
11. Needs Assessment
12. Orientation Conference
13. Conference/Workshop Presentation
14. Other

Content Area Code

1. Services for Children
2. Parent Involvement
3. Staff Development
4. Demonstration and Dissemination
5. Evaluation
6. Administration and Management
7. All Areas

TA Provider Code

1. TADS Staff
2. TADS Consultant
3. NASDSE
4. TADS/NASDSE
5. NASDSE/Consultant
6. TADS/Consultant
7. TADS/NASDSE/Consultant
8. TADS/WESTAR
9. TADS/WESTAR/BEH
10. TADS/NASDSE/BEH
11. TADS/BEH
12. Other

First Quarter (Oct. 1 - Dec. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter __________

Second Quarter (Dec. 8 - Mar. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter __________

Third Quarter (Mar. 8 - June 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter __________

Fourth Quarter (June 8 - Sept. 30)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter __________

AGGREGATE SUMMARY OF TA SERVICES

Project Name: ____________________

City, State: ____________________

ID Number: ____________________

TA Coordinator: ____________________

TOTAL NUMBER OF TA NEEDS IDENTIFIED BY CONTENT AREA					
Program Development/Management	Evaluation	Personnel Training	Interagency	Comm./Dissem.	Total

Type of Service Code

1. On-Site Consultation
2. Visitation
3. Information Service
4. Review and Critique
5. Additional Technical Assistance
6. Topical Conference
7. Newsletter
8. Publication
9. Small Group Consultation
10. Off-site Consultation
11. Needs Assessment
12. Orientation Conference
13. Conference/Workshop Presentation
14. Other

Content Area Code

1. Program Development/Management
2. Evaluation
3. Personnel Training
4. Interagency
5. Communication/Dissemination
6. All Areas

TA Provider Code

1. TADS Staff
2. TADS Consultant
3. NASDSE
4. TADS/NASDSE
5. NASDSE/Consultant
6. TADS/Consultant
7. TADS/NASDSE/Consultant
8. TADS/WESTAR
9. TADS/WESTAR/BEH
10. TADS/NASDSE/BEH
11. TADS/BEH
12. Other

First Quarter (Oct. 1 - Dec. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter ________

Second Quarter (Dec. 8 - Mar. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter ________

Third Quarter (Mar. 8 - June 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter ________

Fourth Quarter (June 8 - Sept. 30)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter ________

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: PROJECTS

City, State ____________________

Project ID ____________________

Dates of Needs Assessment ____________

Needs Assessor ____________________

Type of Needs Assessment On-site

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

PROJECT EVALUATION OF NEEDS ASSESSMENT

This questionnaire is designed to gather information regarding the TADS' needs assessment conducted with your project. The items are designed to provide TADS with information regarding the needs assessment procedure and your opinions regarding its quality and usefulness. The information provided by all projects will be used to determine the effectiveness of our needs assessments. YOUR RESPONSES TO ITEMS WILL REMAIN STRICTLY CONFIDENTIAL and will be reported only in combination with information gathered from other projects. We would appreciate your most honest and objective opinions. THANK YOU.

I. **THE NEEDS ASSESSMENT:** Listed below is a set of statements of criteria for a TADS' needs assessment. Please rate the extent to which you believe the needs assessment of your project met the stated criteria by circling the appropriate number. For question 6, please follow the instructions given with the item.

	Not Met		Met Partially		Met Completely	Exceeded Stated Criterion
1. The needs assessment provided a comprehensive review of the project.	1	2	3	4	5	6
2. The needs of the project, those requiring and not requiring technical assistance, were identified.	1	2	3	4	5	6
3. A list of clearly specified needs to be addressed by technical assistance was developed.	1	2	3	4	5	6
4. Technical assistance activities for the needs described in item 3 above were identified.	1	2	3	4	5	6
5. Roles and responsibilities for the project staff and TADS in planning and carrying out technical assistance were clarified.	1	2	3	4	5	6

6. In addition to these criteria, were there other accomplishments of the needs assessment process? (please check) _____ Yes _____ No

If yes, please describe: ____

____

____

____

OVER

TADS, UNC-Chapel Hill, 1981

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: PROJECTS

II. **THE NEEDS ASSESSMENT MANUAL:** Please rate the quality of the needs assessment manual by circling the appropriate number for each of the following items. Place any comments you may have regarding the manual in the section labeled "comments."

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Clarity, i.e., extent to which contents are clear, understandable, etc.	1	2	3	4	5	6
2. Completeness, i.e., extent to which information needed to complete the needs assessment is included, etc.	1	2	3	4	5	6
3. Format, i.e., extent to which organization, format of the manual makes it easy to use, etc.	1	2	3	4	5	6
4. Usefulness, i.e., extent to which the contents of the manual are of use in planning and participating in the needs assessment.	1	2	3	4	5	6
5. Quality, i.e., overall quality including freedom from errors, misleading information, writing style, etc.	1	2	3	4	5	6
	Not at All		Somewhat		Rather Completely	Precisely
6. To what extent were the procedures outlined in the manual followed during your needs assessment?	1	2	3	4	5	6

7. Comments: ______________________________

____

____

____

____

SEE NEXT PAGE

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: PROJECTS

III. THE NEEDS ASSESSOR: Please rate the following characteristics of the needs assessor by circling your response on each of the following items. Place any comments regarding the needs assessor in the section labeled "Comments."

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. **Preparedness**, i.e., familiarity with the project's proposal and other relevant materials sent to him/her, familiarity with the Needs Assessment process and materials, etc.	1	2	3	4	5	6
2. **Expertise**, i.e., knowledge of HCEEP project operation, ability to assist in the identification of needs, etc.	1	2	3	4	5	6
3. **Organization/Management Skills**, i.e., leadership ability, attention to task, summarization skills, priority setting skills, etc.	1	2	3	4	5	6
4. **Flexibility**, i.e., ability to adjust schedules, focus, etc. to meet project needs, etc.	1	2	3	4	5	6
5. **Interpersonal Skills**, i.e., ability to relate well to the staff, supportiveness, open, non-threatening approach, etc.	1	2	3	4	5	6

6. Comments: ____

____

____

____

IV. THE OVERALL NEEDS ASSESSMENT PROCESS: Please rate the total needs assessment process by circling your response to each of the following items. Please answer the questions and provide comments, where appropriate, in the "General Comments" section. Please note in your comments any particular strengths or weaknesses of the process.

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
A. **Satisfaction with Needs Assessment**						
1. Extent to which the needs assessment experience met your staff's expectations.	1	2	3	4	5	6
2. The usefulness/applicability of the needs assessment to your project.	1	2	3	4	5	6
3. The quality of the overall needs assessment process.	1	2	3	4	5	6
4. Your overall satisfaction with the total needs assessment experience.	1	2	3	4	5	6

B. **General Comments:** ____

____

____

____

THANK YOU.

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: STATES

SIG ID ______________________

Dates of Needs Assessment ________

Needs Assessor ________________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

SIG EVALUATION OF NEEDS ASSESSMENT

> This questionnaire is designed to gather your opinions concerning the needs assessment conducted by TADS with your SIG. We will use the information you provide to determine the effectiveness of our needs assessments and improve those that we may conduct in the future. We appreciate your most honest and objective opinions. THANK YOU.

INSTRUCTIONS: It would be most helpful to us if the ratings and comments on this form reflect the summary opinions of all staff members who participated in the needs assessment. We would appreciate your explanations regarding any negative opinions expressed. Please place these and other comments you would like to make in Section III at the end of the form.

I. THE NEEDS ASSESSMENT: Please rate the extent to which the following items were accomplished during the needs assessment.

	Not Accomplished		Accomplished Adequately		Accomplished Very Well	Accomplished Exceptionally Well
1. The needs assessment provided a comprehensive review of your SIG plan.	1	2	3	4	5	6
2. The needs of your SIG, those requiring and those not requiring technical assistance, were identified.	1	2	3	4	5	6
3. A list of clearly specified needs to be addressed by technical assistance was developed.	1	2	3	4	5	6
4. Technical assistance activities for the needs described in item 3 above were identified.	1	2	3	4	5	6
5. Roles and responsibilities for your SIG and TADS in planning and carrying out technical assistance were clarified.	1	2	3	4	5	6

II. THE NEEDS ASSESSOR: Please circle your response to the quality of the needs assessor on each of the following items.

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Preparedness, i.e., familiarity with the SIG proposal and other relevant materials sent to him/her, familiarity with the needs assessment process and materials, etc.	1	2	3	4	5	6
2. Expertise, i.e., knowledge of SIG grant operation, knowledge of early childhood/special education, ability to assist in the identification of needs, etc.	1	2	3	4	5	6
3. Organization/Management Skills, i.e., leadership ability, attention to task, summarization skills, priority setting skills, etc.	1	2	3	4	5	6
4. Flexibility, i.e., ability to adjust schedules, focus, etc. to meet SIG needs, etc.	1	2	3	4	5	6
5. Interpersonal Skills, i.e., ability to relate well to the staff, supportiveness, open, non-threatening approach, etc.	1	2	3	4	5	6

OVER

TADS, UNC-Chapel Hill, 1981

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: STATES

III. OVERALL OPINIONS: Please consider the total needs assessment in responding to these questions.

1. What was your overall satisfaction with the needs assessment? (Please circle)

Not at all Satisfied		Satisfied		Extremely Satisfied	Exceptionally Satisfied
1	2	3	4	5	6

2. What were the most useful aspects of this needs assessment for your SIG? (Please list)

3. What would you recommend changing in or adding to the needs assessment to improve the process? (Please list)

4. Other Comments:

THANK YOU.

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: NEEDS ASSESSOR

Project ID ____________________

Project Location ______________

Dates of Needs Assessment ________

Needs Assessor ________________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

NEEDS ASSESSOR EVALUATION OF ON-SITE

NEEDS ASSESSMENTS

> PURPOSE: This questionnaire is designed to gather information regarding the TADS' needs assessment you recently conducted with the project listed above. The information that you provide will be combined with that of other needs assessors to determine the effectiveness of our efforts. We would appreciate your most honest and objective opinions. THANK YOU.

I. TIME EXPENDED: Please provide the information requested in each blank.

1. How much time did you spend on the needs assessment?

Hours

____ in preparation

____ on-site conducting the needs assessment

____ in follow-up

____ in travel

II. THE NEEDS ASSESSMENT: Listed below is a set of statements of criteria for a TADS' needs assessment. Please rate the extent to which you believe the needs assessment you conducted met the stated criteria by circling the appropriate number. For question 6, please follow the instructions given with the item.

	Not Met		Met Partially		Met Completely	Exceeded Stated Criterion
1. The needs assessment provided a comprehensive review of the project.	1	2	3	4	5	6
2. The needs of the project, those requiring and not requiring technical assistance, were identified.	1	2	3	4	5	6
3. A list of clearly specified needs to be addressed by technical assistance was developed.	1	2	3	4	5	6
4. Technical assistance activities for the needs described in item 3 above were identified.	1	2	3	4	5	6
5. Roles and responsibilities for the project staff and TADS in planning and carrying out technical assistance were clarified.	1	2	3	4	5	6

OVER

TADS, UNC-Chapel Hill, 1981

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: NEEDS ASSESSOR

6. In addition to these criteria, were there other accomplishments of the needs assessment process? (Please check.) ____ Yes ____ No

If yes, please describe: ____

____

____

____

III. THE NEEDS ASSESSMENT MANUAL: Please rate the quality of the needs assessment manual by circling the appropriate number for each of the following items. Place any comments you may have regarding the manual in the section labeled "comments."

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Clarity, i.e., extent to which contents are clear, understandable, etc.	1	2	3	4	5	6
2. Completeness, i.e., extent to which information needed to complete the needs assessment is included, etc.	1	2	3	4	5	6
3. Format, i.e., extent to which organization, format of the manual makes it easy to use, etc.	1	2	3	4	5	6
4. Usefulness, i.e., extent to which the contents of the manual are of use in planning and conducting the needs assessment.	1	2	3	4	5	6
5. Quality, i.e., overall quality including freedom from errors and misleading information, writing style, etc.	1	2	3	4	5	6

	Not at All		Somewhat		Rather Completely	Precisely
6. To what extent were the procedures outlined in the manual followed during this needs assessment?	1	2	3	4	5	6

7. Comments : ____

____

____

____

____

SEE NEXT PAGE

APPENDIX B EVALUATION OF NEEDS ASSESSMENT: NEEDS ASSESSOR

IV. **THE PROJECT:** Please rate the following characteristics of the project by circling the response which reflects your opinion of the extent to which the characteristic was evident.

	Not Evident		Somewhat Evident		Quite Evident	Pervasive
1. Understanding of the needs assessment process, i.e., familiarity with TADS and the purpose of the needs assessment, familiarity with needs assessment materials, the activities comprising the process, etc.	1	2	3	4	5	6
2. Preparedness, i.e., all needed staff in attendance, calendars cleared, necessary materials at hand, all appropriate staff oriented to needs assessment procedures, etc.	1	2	3	4	5	6
3. Openness, i.e., willingness to share information, willingness to consider new ideas, etc.	1	2	3	4	5	6
4. Leadership Support, i.e., provision of adequate resources, facilities, etc., support of the needs assessment, involvement in the needs assessment, etc.	1	2	3	4	5	6

5. Comments: ______________________________

____

____

____

V. General Comments: Please list here any comments that you wish to make regarding the needs assessment. Please note in your comments any particular strengths or weaknesses of the process.

____

____

____

____

THANK YOU.

APPENDIX B EVALUATION OF CONSULTATION: PROJECTS, STATES

PROJECT/SIG

Project/SIG ________
ID ________
On-Site ________
Off-Site ________
Process ____ Final ____
Content Area ________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Consultation

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored consultation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects and SIGs to determine our current effectiveness and improve future consultations. It also will be shared with the consultant who worked with you. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : ________________

Technical Assistance Objective No. : ________________

Consultant: ____________ Dates: ____________

Instructions: Please rate, check or list your responses regarding the consultation on the following items. We would also welcome additional comments regarding aspects of the consultation or TADS' procedures in arranging the consultation which were important to your and your project/SIG.

I. QUALITY OF THE CONSULTATION

A. The Consultant (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Preparedness, i.e., familiarity with the project/SIG proposal and other relevant materials sent to him/her, familiarity with your technical assistance need, etc.	1	2	3	4	5	6
2. Expertise, i.e., knowledge of his/her content area, knowledge of other resources in the area, etc.	1	2	3	4	5	6
3. Organization/Management Skills, i.e., leadership ability, attention to the task specified above, summarization skills, priority setting skills, etc.	1	2	3	4	5	6
4. Flexibility, i.e., ability to adjust schedules, focus, etc. to meet project/SIG needs, etc.	1	2	3	4	5	6
5. Interpersonal Skills, i.e., ability to relate well to the staff or colleagues, supportiveness, open, non-threatening approach, etc.	1	2	3	4	5	6

*State Implementation Grant
TADS, UNC-Chapel Hill, 1980

OVER

APPENDIX B EVALUATION OF CONSULTATION: PROJECTS, STATES

A. The Consultant (Cont'd):

6. Would you recommend the consultant who worked with you to other projects/SIGs with a need similar to yours? (Please check) No____ Yes, with reservations____ Yes ____

If No or Yes, with reservations, please explain: ______________________________

____

____

B. Satisfaction with Consultation: (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Extent to which the consultation met your staff's expectations.	1	2	3	4	5	6
2. The usefulness/applicability of the consultation to your staff and project/SIG.	1	2	3	4	5	6
3. The quality of the overall consultation.	1	2	3	4	5	6
4. Your overall satisfaction with the consultation.	1	2	3	4	5	6

II. DESCRIPTION OF THE CONSULTATION ACCOMPLISHMENTS.

A. What were the major accomplishments of the consultation? (Please list)

1. ____

____

2. ____

____

3. ____

____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: __________________________________

____

____

SEE NEXT PAGE ⟹

APPENDIX B EVALUATION OF CONSULTATION: PROJECTS, STATES

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this consultation? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

B. Were there some weak or nonuseful aspects of this consultation? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

C. General Comments: Please list here any additional comments that you wish to make regarding the consultation.

____

____

____

____

Person completing form: ______________________________
(Name)

____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

140

APPENDIX B EVALUATION OF CONSULTATION: CONSULTANT

CONSULTANT

Project/SIG* ______
TO ______
On-Site ______
Off-Site ______
Process ______ Final ______
Content Area ______

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Consultant Evaluation of Consultation

PURPOSE: We would appreciate information from you concerning the recent TADS-sponsored consultation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other consultants to determine our current effectiveness and improve future consultations.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS

Technical Assistance Need No. : ______

Technical Assistance Objective No. : ______

Consultant: ______ Dates: ______

Instructions: Please complete the following regarding your work with the project/SIG. If your answers are contained in your report to the project/SIG, please reference the report in the appropriate space and attach the portions of the report containing your response.

I. THE CONSULTATION.

A. How much time did you spend on the consultation? (Please list)

No. of Hours

______ in preparation

______ on-site or with project/SIG representive(s) conducting the consultation

______ in follow-up

______ in travel (NOT applicable to off-site consultations)

B. How many project/SIG related persons were involved in the consultation? (Please list)

No. of Persons

______ 50% of the time or more

______ Less than 50% of the time

☐ Total

*State Implementation Grant
TADS, UNC-Chapel Hill, 1980

OVER

APPENDIX B EVALUATION OF CONSULTATION: CONSULTANT

C. Briefly describe the consultation, i.e., major content areas covered, major activities, etc. Also include any major activities which were unrelated to the need and objective listed on the first page.

____

____

____

____

____

____

II. THE PROJECT/SIG. Please rate the following characteristics of the project/SIG by circling the response which reflects your opinion of the extent to which the characteristic was evident.

	Never Evident		Sometimes Evident		Usually Evident	Always Evident
1. Understanding of the purpose of the consultation, i.e., familiarity with TADS and the purpose of the consultation, knowledge of the activities to be conducted during the consultation, etc.	1	2	3	4	5	6
2. Preparedness, i.e., all needed staff in attendance, calendars cleared, necessary materials at hand, all appropriate staff oriented to purpose of consultation, etc.	1	2	3	4	5	6
3. Openness, i.e., willingness to share information, willingness to consider new ideas, etc.	1	2	3	4	5	6
4. Leadership Support, i.e., provision of adequate resources, facilities, etc., support of the consultation, involvement in the consultation, etc.	1	2	3	4	5	6

III. ACCOMPLISHMENTS OF THE CONSULTATION.

A. What were the major accomplishments of the consultation? (Please list)

1. ____

____

2. ____

____

3. ____

____

SEE NEXT PAGE ⇨

APPENDIX B EVALUATION OF CONSULTATION: CONSULTANT

B. Does the project/SIG still have technical assistance needs in this area? No____ Yes____
(Please check)

If Yes, please describe: ____

____

____

____

IV. COMMENTS. Please provide your opinions regarding the consultation by answering the following questions.

A. Were there, in your opinion, some particularly strong and/or useful aspects of this consultation? (Please check) ____ Yes ____ No

If Yes, please describe: ____

____

____

____

B. Were there some weak or nonuseful aspects of this consultation? (Please check) ____ Yes ____ No

If Yes, please describe: ____

____

____

____

C. General Comments: Please list here any additional comments that you wish to make regarding the consultation.

____

____

____

____

Return to: TADS
500 NCNB Plaza
Chapel Hill, NC 27514

THANK YOU.

APPENDIX B EVALUATION OF INFORMATION SERVICE: PROJECTS, STATES

Project/SIG ________
ID ________
Process ____ Final ____
Content Area ________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Information Service

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored information service which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/SIGs to determine our current effectiveness and improve future technical assistance. It also will be shared with the person who provided the service. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : ________________________

Technical Assistance Objective No. : ________________________

Consultant: ________________ Dates: ________________

Instructions: Please rate, check, or list your response to the quality of the technical assistance on each of the following items. We would also welcome additional comments regarding aspects of the information service or TADS' procedures for arranging the information service which were important to you and your project/SIG.

I. QUALITY OF THE INFORMATION SERVICE. (Please circle your response)	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
A. Extent to which the information prepared and sent by TADS met your staff's expectations.	1	2	3	4	5	6
B. The usefulness/applicability of the information to your project/SIG.	1	2	3	4	5	6
C. The quality of the overall information service.	1	2	3	4	5	6
D. Your overall satisfaction with the information service.	1	2	3	4	5	6

*State Implementation Grant
TADS, UNC-Chapel Hill, 1980

OVER

APPENDIX B EVALUATION OF INFORMATION SERVICE: PROJECTS, STATES

II. DESCRIPTION OF THE ACCOMPLISHMENTS.

A. What are/will be the major project/SIG accomplishments as a result of this information service?

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: ______________________________

____

____

____

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this information service? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

B. Were there some weak or nonuseful aspects of this information service? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

SEE NEXT PAGE ⇨

C. General Comments: Please list here any additional comments that you wish to make regarding the information service.

____

____

____

____

Person completing form: ____________________
(Name)

____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

APPENDIX B EVALUATION OF REVIEW/CRITIQUE: PROJECTS, STATES

Project/SIG ________
ID ________
Process ____ Final ____
Content Area ________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Review/Critique

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored review and critique which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/SIGs to determine our current effectiveness and improve future assistance. It also will be shared with the consultant who provided your review. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : ________________

____

____

Technical Assistance Objective No. : ________________

____

____

Consultant: ________________ Dates: ________________

Instructions: Please rate, check, or list your responses to the quality of the technical assistance on each of the following items. We would also welcome additional comments regarding aspects of the review/critique or TADS' procedures for arranging the review/critique which were important to you and your project/SIG.

I. QUALITY OF THE REVIEW/CRITIQUE. (Please circle your response)

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
A. Extent to which the review/critique met your staff's expectations.	1	2	3	4	5	6
B. The usefulness/applicability of the review/critique to your project/SIG.	1	2	3	4	5	6
C. The quality of the overall review/critique.	1	2	3	4	5	6
D. Your overall satisfaction with the review/critique.	1	2	3	4	5	6

---

*State Implementation Grant
TADS, UNC-Chapel Hill, 1980

OVER

APPENDIX B EVALUATION OF REVIEW/CRITIQUE: PROJECTS, STATES

II. DESCRIPTION OF ACCOMPLISHMENTS.

A. What are/will be the major project/SIG accomplishments as a result of this review/critique? (Please list)

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: ______________________________

____

____

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of the review/critique? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

B. Were there some weak or nonuseful aspects of the review/critique? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

SEE NEXT PAGE ⇒

APPENDIX B EVALUATION OF REVIEW/CRITIQUE: PROJECTS, STATES

C. General Comments: Please list here any additional comments that you wish to make regarding the review/critique.

Person completing form: ______________________
(Name)

____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

APPENDIX B EVALUATION OF VISITATION: PROJECTS, STATES

Project/SIG ________
ID ________
Process ____ Final ____
Content Area ________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Visitation

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored visitation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/SIGs to determine our current effectiveness and improve future visitations. It also will be shared with the site you visited. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : ____________________

____

____

Technical Assistance Objective No. : ____________________

____

____

Visitation Site: ________________ Dates: ________________

Instructions: Please rate, check, or list your responses regarding the visitation on the following items. For those items regarding the visitation site that were not applicable to your visit, please circle NA. We would also welcome additional comments regarding aspects of the visitation or TADS' procedures in arranging the visitation that were important to you and your project/SIG.

I. QUALITY OF THE VISITATION.

A. The Visitation Site (Please circle your response)	Not Applicable	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Evidence of pre-planning for your visit at the site.	NA	1	2	3	4	5	6
2. Appropriateness of activities scheduled.	NA	1	2	3	4	5	6
3. Access to appropriate staff.	NA	1	2	3	4	5	6
4. Opportunity for observation.	NA	1	2	3	4	5	6
5. Opportunity for review of written materials.	NA	1	2	3	4	5	6
6. Quality of training in a practice or procedure.	NA	1	2	3	4	5	6

7. Would you recommend this visitation site to other projects/SIGs with needs similar to yours? (Please check) No _____, Yes, with reservations _____ Yes _____

If No or Yes, with reservations, please explain: ____________________

____

---

*State Implementation Grant
TADS, UNC-Chapel Hill, 1980

150

OVER

APPENDIX B EVALUATION OF VISITATION: PROJECTS, STATES

B. Satisfaction with the Visitation (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Extent to which the visitation met your expectations.	1	2	3	4	5	6
2. The usefulness/applicability of the visitation to your project/SIG.	1	2	3	4	5	6
3. The quality of the visitation.	1	2	3	4	5	6
4. Your overall satisfaction with the visitation.	1	2	3	4	5	6

II. DESCRIPTION OF THE VISITATION ACCOMPLISHMENTS.

A. What were the major accomplishments of the visitation? (Please list)

1. ____

____

2. ____

____

3. ____

____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: ____________________________

____

____

SEE NEXT PAGE ⇒

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this visitation? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

B. Were there some weak or nonuseful aspects of this visitation? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

____

____

____

C. General Comments: Please list here any additional comments that you wish to make regarding the visitation.

____

____

____

____

Person completing form: ______________________
(Name)

____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

APPENDIX B EVALUATION OF CONFERENCE/WORKSHOP PRESENTATION: PROJECTS, STATES

PROJECT/SIG

Project/SIG ____________
ID ____________
Process _____ Final _____
Content Area ____________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Conference/Workshop Presentation

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored presentation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects and SIGs to determine our current effectiveness and improve future presentations. It also will be shared with the presentor who worked with you. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : ____

Technical Assistance Objective No. : ____

Presentor: ______________________ Dates: ______________________

Instructions: Please rate, check or list your responses regarding the presentation on the following items. We would also welcome additional comments regarding aspects of the presentation or TADS' procedures in arranging it which were important to you and your project/SIG.

I. QUALITY OF THE PRESENTATION:

A. The Presentor (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Preparedness, i.e., familiarity with your technical assistance need, availability of appropriate materials, media, etc., evidence of organization and planning of the presentation, etc.	1	2	3	4	5	6
2. Content-area Expertise, i.e., knowledge of his/her content area, the material presented, etc.	1	2	3	4	5	6
3. Presentation Skill and Style, i.e., presentation of topic in a clear and interesting way, maintenance of audience contact and involvement, flexibility, etc.	1	2	3	4	5	6

4. Would you recommend the presentor who worked with you to other projects/SIGs with a need similar to yours? (Please check) No_____ Yes, with reservations_____ Yes_____

If No or Yes, with reservations, please explain: ____

OVER

APPENDIX B EVALUATION OF CONFERENCE/WORKSHOP PRESENTATION: PROJECTS, STATES

B. Satisfaction with Presentation: (Please circle your response)

	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Extent to which the presentation met your staff's expectations	1	2	3	4	5	6
2. The usefulness/applicability of the presentation to the audience	1	2	3	4	5	6
3. The quality of the overall presentation	1	2	3	4	5	6
4. Your overall satisfaction with the presentation	1	2	3	4	5	6

II. DESCRIPTION OF THE PRESENTATION ACCOMPLISHMENTS:

A. What were the major accomplishments of the presentation? (Please list)

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: ______________________________

____

____

____

SEE NEXT PAGE ⇒

APPENDIX B EVALUATION OF CONFERENCE/WORKSHOP PRESENTATION: PROJECTS, STATES

III. COMMENTS

A. Were there some particularly strong and/or useful aspects of this presentation? (Please check) ____ Yes ____ No

If Yes, please describe: ____________________

____

____

____

B. Were there some weak or nonuseful aspects of this presentation? (Please check) ____ Yes ____ No

If Yes, please describe: ____________________

____

____

____

C. General Comments: Please list here any additional comments that you wish to make regarding the presentation.

____

____

____

____

Person completing form: ____________________
(Name)

____
(Staff Position)

Return to: TADS
500 NCNB Plaza
Chapel Hill, NC 27514

155

THANK YOU.

APPENDIX B EVALUATION OF SMALL-GROUP TA: PROJECTS, STATES

Project/SIG ____________
ID ____________
Process ____ Final ____
Content Area ____________

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Small Group Technical Assistance (TA)

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored small group meeting which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects and SIGs to determine our current effectiveness and improve future small group TA. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : ____

____

____

Technical Assistance Objective No. : ____

____

____

Topic: ______________________________ Dates: ______________________________

Instructions: Please rate, check or list your responses regarding the small group TA on the following items. We would also welcome additional comments regarding aspects of the meeting or TADS' procedures in arranging the meeting which were important to you and your project/SIG.

I. QUALITY OF THE SMALL GROUP TECHNICAL ASSISTANCE

A. The Small Group Technical Assistance (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Group presentations and/or discussions	1	2	3	4	5	6
2. Work for a specific time with an individual consultant (if applicable)	1	2	3	4	5	6
3. Sharing of ideas, concerns, etc., with other project/SIG personnel	1	2	3	4	5	6
4. Organization of meeting	1	2	3	4	5	6
5. Materials/handouts	1	2	3	4	5	6
6. Location/facilities	1	2	3	4	5	6

OVER

---

*State Implementation Grant
TADS, UNC-Chapel Hill, 1980

APPENDIX B EVALUATION OF SMALL-GROUP TA: PROJECTS, STATES

B. Satisfaction with the Small Group Technical Assistance: (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Extent to which the meeting met your expectations	1	2	3	4	5	6
2. The usefulness/applicability of the meeting to you and your project/SIG	1	2	3	4	5	6
3. The quality of the overall meeting	1	2	3	4	5	6
4. Your overall satisfaction with the meeting	1	2	3	4	5	6

II. DESCRIPTION OF THE SMALL GROUP TECHNICAL ASSISTANCE ACCOMPLISHMENTS.

A. What were the major accomplishments of the small group TA? (Please list)

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: ______________________________

____

____

SEE NEXT PAGE ⇒

APPENDIX B EVALUATION OF SMALL-GROUP TA: PROJECTS, STATES

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this small group TA? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

B. Were there some weak or nonuseful aspects of this small group TA? (Please check) ____ Yes ____ No

If Yes, please describe: ______________________________

C. General Comments: Please list here any additional comments that you wish to make regarding the meeting, i.e., organization, procedures, topics covered, consultants, etc.

Person completing form: ____________________
(Name)

____
(Staff Position)

Return to Meeting Convener
OR
TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

APPENDIX C END OF YEAR SURVEY: PROJECTS

TADS
End of Year Survey

PURPOSE: The *TADS End of Year Survey* is designed to determine the overall effectiveness of the technical assistance delivered to HCEEP Demonstration Projects and State Implementation Grantees (SIGs) during a calendar year. To accomplish this, the survey is structured to gather information in three areas:

1. The effects of TADS' assistance on the technical assistance needs which were identified for each program during the year;
2. The impacts of TADS' technical assistance on each program; and
3. The program staff's satisfaction with the technical assistance received from TADS.

USE: The results of the survey will be analyzed with other information provided during the year to determine the overall effectiveness of TADS. The information will be used to improve TADS' services and report on its effectiveness to those audiences which are interested and invested in the results.

CONFIDENTIALITY: As is TADS' standard policy, the responses to this survey will be kept strictly confidential and reported only in grouped or anonymous individual formats. Your most objective and candid assessments of the assistance that TADS has provided to your program will be appreciated.

INSTRUCTIONS: Instructions for completing the survey are given at the beginning of each of the three sections.

THANK YOU FOR YOUR COOPERATION.

Technical Assistance Development System
500 NCNB Plaza
Chapel Hill, North Carolina 27514
June 1981

APPENDIX C END OF YEAR SURVEY: PROJECTS

Technical Assistance Development System
END OF YEAR SURVEY

ID No.___________

I. TECHNICAL ASSISTANCE NEEDS AND SERVICES PROVIDED. Listed below are a series of questions concerning the technical assistance needs which were identified with your project/SIG* and which are contained in your memorandum of agreement with TADS. Before each set of questions is a statement of the technical assistance need, a brief description of the services which were scheduled to meet the need, and the dates of the services. Please review this information carefully before answering the questions which follow.

NEED No.	Identified TA Need	Type of Service/Provider	Dates

1. Did the scope and/or direction of the task described in this need change during the year? (please check)

   (1) ___YES (2) ___NO

   If YES, please restate the need as it was changed: ASSISTANCE IN ______________________________

   ____

   ____

2. What was the status of the task described in the originally stated or, if changed, restated need at the beginning of the year? (please check)

   (1) ___HAD NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ___HAD CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ___HAD BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ___HAD IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ___HAD COMPLETED DESIRED WORK ON THIS TASK

3. What is the status of the task described in the need now? (please check)

   (1) ___HAVE NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ___HAVE CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ___HAVE BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ___HAVE IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ___HAVE COMPLETED DESIRED WORK ON THIS TASK

4. Did you receive outside assistance (other than from persons or resources within the project/SIG) in this area from any person or source OTHER THAN TADS during the year (please check)

   (1) ___YES (2) ___NO

   If YES:

   a. From whom did you receive the assistance? (please check)
      (1) ___AN INDIVIDUAL CONSULTANT
      (2) ___AN AGENCY
      (3) ___OTHER: (Specify)___________

   b. How much assistance did you receive? (please check)
      (1) ___LESS THAN WAS PROVIDED BY TADS
      (2) ___APPROXIMATELY THE SAME AMOUNT AS PROVIDED BY TADS
      (3) ___MORE THAN WAS PROVIDED BY TADS

5. What, in your opinion, did TADS contribute to your progress in this area? (please check)

   (1) ___NOTHING
   (2) ___SOME
   (3) ___A GREAT DEAL

*State Implementation Grant
Technical Assistance Development System, UNC-CH, 1981

OVER

II. IMPACTS OF TADS' TECHNICAL ASSISTANCE. Listed below are both organizational and programmatic impacts of TADS' technical assistance which have been given to us by projects in the past. Please review the items briefly to identify their differences and then determine if each impact occurred in your project AS A RESULT OF THE TECHNICAL ASSISTANCE YOU RECEIVED FROM TADS THIS YEAR.

As you determine your response please consider ALL of the technical assistance you received, e.g., needs assessment, conferences, consultations, information services, publications, etc., and not just those services stated on the previous pages. If other impacts occurred in your project which are not listed, please list them in the spaces under the word "Other." Then rate all of the impacts by circling your response.

***Organizational Impacts of TADS' Technical Assistance:** These are impacts which occurred in the overall organization and operation of a project as a result of technical assistance received from TADS.*

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
A. Administration							
1. **Decision-making,** e.g., deciding courses of action, selecting specific materials approaches, etc.	-3	-2	-1	0	+1	+2	+3
2. **Policy changes,** e.g., changes in programmatic and/or administrative policy, etc.	-3	-2	-1	0	+1	+2	+3
3. **Program analysis,** e.g., identification of program's strengths and weaknesses, setting priorities for efforts, etc.	-3	-2	-1	0	+1	+2	+3
4. **Leadership style,** e.g., approach of project leadership to administering project, interacting with staff, etc.	-3	-2	-1	0	+1	+2	+3
5. **Communication,** e.g., communication styles and patterns between and among project leadership and staff, fiscal agency administration and project, etc.	-3	-2	-1	0	+1	+2	+3
Other ____________________ ____________________	-3	-2	-1	0	+1	+2	+3
B. Staff							
1. **Staff roles,** e.g., identification and/or clarification of staff roles, responsibilities, etc.	-3	-2	-1	0	+1	+2	+3
2. **Staff knowledge and/or awareness,** e.g., new knowledge, learning, understanding, etc.	-3	-2	-1	0	+1	+2	+3
3. **Staff skills,** e.g., new staff skills, competencies, abilities to administer and operate the program, etc.	-3	-2	-1	0	+1	+2	+3
4. **Staff attitude/Morale,** e.g., staff attitude, morale, enthusiasm, confidence, etc.	-3	-2	-1	0	+1	+2	+3
5. **Staff understanding of the project as a model HCEEP program,** e.g., understanding of model development, roles in demonstration and dissemination, etc.	-3	-2	-1	0	+1	+2	+3
Other ____________________ ____________________	-3	-2	-1	0	+1	+2	+3

See Next Page

APPENDIX C END OF YEAR SURVEY: PROJECTS

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
C. Program Clarification							
1. **Program organization and clarification,** e.g., direction given to program efforts, appropriate components of program brought together, tasks to be accomplished identified and/or clarified, etc.	-3	-2	-1	0	+1	+2	+3
2. **Specification/clarification of goals and objectives,** e.g., goal/objective definition, reduction, etc.	-3	-2	-1	0	+1	+2	+3
3. **Program refinement,** e.g., refinement of specific areas such as curricula, evaluation plans, teaching approaches, interagency linkages, etc.	-3	-2	-1	0	+1	+2	+3
Other ________________________ ________________________	-3	-2	-1	0	+1	+2	+3
D. Program Operation							
1. **Resource identification,** e.g., identification of additional materials, consultants, resources, etc.	-3	-2	-1	0	+1	+2	+3
2. **Planning,** e.g., development of plans for meetings, program components, etc.	-3	-2	-1	0	+1	+2	+3
3. **Program implementation,** e.g., development establishment and/or operation of specific components, activities, etc.	-3	-2	-1	0	+1	+2	+3
4. **Project documentation/Record-keeping,** e.g., implementation and/or refinement of record-keeping, documentation systems, etc.	-3	-2	-1	0	+1	+2	+3
5. **Product development,** e.g., development of materials, curricula, brochures, etc.	-3	-2	-1	0	+1	+2	+3
Other ________________________ ________________________	-3	-2	-1	0	+1	+2	+3
E. Program Support							
1. **Administrative support,** e.g., support received for administration of program, budgeting, etc., from fiscal agencies, other community, state and/or federal agencies, etc.	-3	-2	-1	0	+1	+2	+3
2. **Program recognition,** e.g., visibility, credibility, etc., for the program, etc.	-3	-2	-1	0	+1	+2	+3
3. **Additional funding,** e.g., added funding for the program secured, etc.	-3	-2	-1	0	+1	+2	+3
Other ________________________ ________________________	-3	-2	-1	0	+1	+2	+3

Technical Assistance Development System, UNC-CH, 1981

OVER ➡

APPENDIX C END OF YEAR SURVEY: PROJECTS

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
F. Benefits to Non-Staff Persons in the Program							
1. **Benefits to children,** e.g., growth in target areas, increased services, etc.	-3	-2	-1	0	+1	+2	+3
2. **Benefits to parents,** e.g., skills in teaching/parenting, participation, etc.	-3	-2	-1	0	+1	+2	+3
3. **Benefits to other participants (college students, administrators, consultants, volunteers, etc.),** e.g., skills awareness/-understanding of the program, etc.	-3	-2	-1	0	+1	+2	+3
Other ______________________ ______________________	-3	-2	-1	0	+1	+2	+3
G. Relations with Other External to Program							
1. **Interagency relations,** e.g., improved and/or increased relations with other agencies, etc.	-3	-2	-1	0	+1	+2	+3
2. **Assistance to other programs,** e.g., direct assistance provided to other programs, etc.	-3	-2	-1	0	+1	+2	+3
3. **Information sharing,** e.g., sharing of information with support personnel, administrative agencies, other agency personnel, etc.	-3	-2	-1	0	+1	+2	+3
Other ______________________ ______________________	-3	-2	-1	0	+1	+2	+3

Technical Assistance Development System, UNC-CH, 1981

See Next Page

APPENDIX C END OF YEAR SURVEY: PROJECTS

Programmatic Impacts of TADS' Technical Assistance: *These are impacts which occurred in specific areas of program operation as a result of technical assistance received from TADS.*

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
A. Services for Children							
1. **Identification and acquisition of children,** e.g., determining who will be served, developing admission criteria, screening, referring children to other programs who are not admitted, etc.	-3	-2	-1	0	+1	+2	+3
2. **Diagnosis and assessment,** e.g., identifying and/or developing instruments, establishing plans and/or procedures for diagnosis and/or assessment, diagnosing and/or assessing children, etc.	-3	-2	-1	0	+1	+2	+3
3. **Instructional program,** e.g., designing IEP conferences, developing IEPs, curriculum development, designing specific instructional strategies, developing on-going data keeping systems to record progress of children, etc.	-3	-2	-1	0	+1	+2	+3
4. **Services for children through other agencies,** e.g., identifying agencies, establishing interagency coordination, acquiring services, placing children in other programs who leave the project, etc.	-3	-2	-1	0	+1	+2	+3
5. **Determining the effectiveness of the services for children component,** e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other ______________________ ______________________	-3	-2	-1	0	+1	+2	+3
B. Services for Parents							
1. **Introductory activities,** e.g., orienting parents to project, assessing parent needs, etc.	-3	-2	-1	0	+1	+2	+3
2. **Involvement in project,** e.g., involving parents in IEP conferences, involving parents in project operation, e.g., making materials, recruiting children, record keeping, etc.	-3	-2	-1	0	+1	+2	+3
3. **Direct services to parents,** e.g., training parents to teach their children, counseling parents, training parents in child development, etc.	-3	-2	-1	0	+1	+2	+3
4. **Services through other agencies,** e.g., identifying other agencies, establishing interagency agreements, assisting parents in receiving services from other agencies, etc.	-3	-2	-1	0	+1	+2	+3
5. **Determining the effectiveness of the services for parent component,** e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other ______________________ ______________________	-3	-2	-1	0	+1	+2	+3

Technical Assistance Development System, UNC-CH, 1981

OVER

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
C. Staff Development							
1. **Introductory activities**, e.g., orienting staff to project, identifying and/or developing instruments to determine staff development needs, identifying staff development needs, etc.	-3	-2	-1	0	+1	+2	+3
2. **Conducting staff development**, e.g., identifying resources for staff development, developing staff development plans, conducting training, etc.	-3	-2	-1	0	+1	+2	+3
3. **Determining the effectiveness of the staff development component**, e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other ______________________ ______________________	-3	-2	-1	0	+1	+2	+3
D. Demonstration/Dissemination/Continuation							
1. **Planning**, e.g., identifying targets for demonstration, dissemination and/or continuation, identifying aspects of the project to be demonstrated or communicated, developing plans for demonstration, dissemination and/or continuation, etc.	-3	-2	-1	0	+1	+2	+3
2. **Developing products**, e.g., developing brochures, slide-tapes, films, reports, presentations, etc.	-3	-2	-1	0	+1	+2	+3
3. **Carrying out demonstration and/or dissemination activities**, e.g., distributing materials, providing training, making presentations, etc.	-3	-2	-1	0	+1	+2	+3
4. **Determining the effectiveness of the demonstration/dissemination/continuation component**, e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other ______________________ ______________________	-3	-2	-1	0	+1	+2	+3

See Next Page

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
E. Administration/Management							
1. **Personnel selection and administration,** e.g., developing job descriptions for each staff position, developing policies for staff hiring, promotion and termination, establishing channels for staff communication, etc.	-3	-2	-1	0	+1	+2	+3
2. **Program planning,** e.g., developing plans for the content and operation of the program, etc.	-3	-2	-1	0	+1	+2	+3
3. **Financial administration,** e.g., reviewing and/or developing budgets, establishing procedures for financial administration, designing and/or conducting a cost analysis, etc.	-3	-2	-1	0	+1	+2	+3
4. **Records and reports,** e.g., designing record keeping systems, developing plans for producing reports, etc.	-3	-2	-1	0	+1	+2	+3
5. **Advisory board,** e.g., determining role and function of advisory board, recruiting members of the advisory board, conducting advisory board meetings, etc.	-3	-2	-1	0	+1	+2	+3
6. **Coordination with other agencies,** e.g., identifying other agencies, establishing cooperative agreements, etc.	-3	-2	-1	0	+1	+2	+3
Other ____________________ ____________________	-3	-2	-1	0	+1	+2	+3
F. Evaluation							
1. **Planning,** e.g., identifying purposes for evaluation, identifying evaluation audiences and their information needs, identifying and/or clarifying aspects of the program to be evaluated, determining evaluation procedures, etc.	-3	-2	-1	0	+1	+2	+3
2. **Implementation,** e.g., identifying and/or developing instruments, determining specific data analysis strategies, etc.	-3	-2	-1	0	+1	+2	+3
3. **Communication/Using results,** e.g., developing formats, reports or other methods of communicating evaluation results, etc.	-3	-2	-1	0	+1	+2	+3
Other ____________________ ____________________	-3	-2	-1	0	+1	+2	+3

OVER

III. SATISFACTION WITH TADS' TECHNICAL ASSISTANCE

A. Please indicate your satisfaction with this year's TADS' technical assistance to your project by circling your response.

UNSATISFACTORY	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	EXCEPTIONAL
1	2	3	4	5	6

B. **Comments:** Please list here any comments which you would like regarding the technical assistance you have received from TADS this year.

THANK YOU

APPENDIX C END OF YEAR SURVEY: STATES

TADS
End of Year Survey

PURPOSE: The *TADS End of Year Survey* is designed to determine the overall effectiveness of the technical assistance delivered to HCEEP Demonstration Projects and State Implementation Grantees (SIGs) during a calendar year. To accomplish this, the survey is structured to gather information in three areas:

1. The effects of TADS' assistance on the technical assistance needs which were identified for each program during the year;
2. The impacts of TADS' technical assistance on each program; and
3. The program staff's satisfaction with the technical assistance received from TADS.

USE: The results of the survey will be analyzed with other information provided during the year to determine the overall effectiveness of TADS. The information will be used to improve TADS' services and report on its effectiveness to those audiences which are interested and invested in the results.

CONFIDENTIALITY: As is TADS' standard policy, the responses to this survey will be kept strictly confidential and reported only in grouped or anonymous individual formats. Your most objective and candid assessments of the assistance that TADS has provided to your program will be appreciated.

INSTRUCTIONS: Instructions for completing the survey are given at the beginning of each of the three sections.

THANK YOU FOR YOUR COOPERATION.

Technical Assistance Development System
500 NCNB Plaza
Chapel Hill, North Carolina 27514
June 1981

APPENDIX C END OF YEAR SURVEY: STATES

Technical Assistance Development System
END OF YEAR SURVEY

ID No.__________

I. TECHNICAL ASSISTANCE NEEDS AND SERVICES PROVIDED. Listed below are a series of questions concerning the technical assistance needs which were identified with your project/SIG* and which are contained in your memorandum of agreement with TADS. Before each set of questions is a statement of the technical assistance need, a brief description of the services which were scheduled to meet the need, and the dates of the services. Please review this information carefully before answering the questions which follow.

NEED No.	Identified TA Need	Type of Service/Provider	Dates

1. Did the scope and/or direction of the task described in this need change during the year? (please check)

   (1) ___YES (2) ___NO

   If YES, please restate the need as it was changed: ASSISTANCE IN ____________________

   ____

   ____

2. What was the status of the task described in the originally stated or, if changed, restated need at the beginning of the year? (please check)

   (1) ___HAD NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ___HAD CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ___HAD BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ___HAD IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ___HAD COMPLETED DESIRED WORK ON THIS TASK

3. What is the status of the task described in the need now? (please check)

   (1) ___HAVE NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ___HAVE CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ___HAVE BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ___HAVE IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ___HAVE COMPLETED DESIRED WORK ON THIS TASK

4. Did you receive outside assistance (other than from persons or resources within the project/SIG) in this area from any person or source OTHER THAN TADS during the year (please check)

   (1) ___YES (2) ___NO

   If YES:

   a. From whom did you receive the assistance? (please check)
      (1) ___AN INDIVIDUAL CONSULTANT
      (2) ___AN AGENCY
      (3) ___OTHER: (Specify)________________

   b. How much assistance did you receive? (please check)
      (1) ___LESS THAN WAS PROVIDED BY TADS
      (2) ___APPROXIMATELY THE SAME AMOUNT AS PROVIDED BY TADS
      (3) ___MORE THAN WAS PROVIDED BY TADS

5. What, in your opinion, did TADS contribute to your progress in this area? (please check)

   (1) ___NOTHING
   (2) ___SOME
   (3) ___A GREAT DEAL

*State Implementation Grant
Technical Assistance Development System, UNC-CH, 1981

OVER

II. IMPACTS OF TADS' TECHNICAL ASSISTANCE. Please list below any impacts, either positive or negative, which you believe have occurred with your SIG AS A RESULT OF THE TECHNICAL ASSISTANCE YOU RECEIVED FROM TADS THIS YEAR.

As you will notice, the space provided for comments is divided into three different levels at which impacts of technical assistance may occur: (a) The SIG program and staff; (b) The State Education Agency; and (c) Other individuals, agencies or groups. Please select the appropriate level or levels and describe what you believe the impact of technical assistance to have been. Responses may include, but are *not restricted* to, areas such as the following:

- administration
- communication
- staff roles, skills, responsibilities
- SIG program clarification or operation
- program standards and guidelines
- interagency agreements
- evaluation
- statewide planning
- policy development
- in-service training

As you determine your response, please consider ALL of the technical assistance you received, e.g., needs assessment, conferences, consultations, information services, publications, etc., and not just those services associated with the technical assistance needs listed on the previous pages.

STATEMENTS ABOUT THE IMPACTS OF TADS' TECHNICAL ASSISTANCE

POSITIVE IMPACTS	**NEGATIVE IMPACTS**
On the SIG Program and Staff:	
1.	1.
2.	2.
3.	3.
On the State Education Agency:	
1.	1.
2.	2.
3.	3.
On Other Individuals, Agencies or Groups:	
1.	1.
2	2.
3.	3.

See Next Page

III. SATISFACTION WITH TADS' TECHNICAL ASSISTANCE

A. Please indicate your satisfaction with TADS' technical assistance to your SIG by circling your response.

UNSATISFACTORY	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	EXCEPTIONAL
1	2	3	4	5	6

B. Comments: Please list here any comments which you would like regarding the technical assistance you have received from TADS this year. ____________________

____

____

____

____

____

____

____

____

____

____

____

____

THANK YOU

APPENDIX D TADS PUBLICATIONS

Behr, S.; Hawes, J.; Vandiviere, P.; and Suarez, T. *A Three-Year Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children*. Chapel Hill, NC: TADS, in press.

Black, T.L. "Designing and Implementing a Technical Assistance Needs Assessment." In R. Clifford and P. Trohanis (Eds.), *Technical Assistance in Educational Settings*. Columbus: The Ohio State University Press, 1980.

Black, T.L. "Needs Assessment in TADS." In R. Clifford and P. Trohanis (Eds.), *Technical Assistance in Special Education Agencies: Needs Assessment*. Chapel Hill, NC: Mid-East Learning Resource Center (UNC), 1976.

Black, T.L., Cox, J., and Prestridge, S. *TADS Needs Assessment Procedures Manual*. Chapel Hill, NC: TADS, 1980.

Black, T., Prestridge, S., and Anderson, J. *The Development of a Needs Assessment Process.* (Technical Assistance Occasional Paper Series No. 3). Chapel Hill, NC: TADS, 1981.

Crandall, D. and Williams, M. *The Maturation of Technical Assistance in the 1980's.* (Technical Assistance Occasional Paper Series No. 1). Chapel Hill, NC: TADS, 1981.

Lillie, D.L. "Evaluation of Technical Assistance." In R. Clifford and P. Trohanis (Eds.), *Technical Assistance in Educational Settings*. Columbus: The Ohio State University Press, 1980.

Lillie, D.L. and Black, T. "Principles and Procedures in Technical Assistance: An Approach to Educational Change." *Educational Technology* 16(1976): 33-36.

Lillie, D.L. and Black, T.L. "TADS: A Systematic Support System." In M.C. Reynolds (Ed.), *National Technical Assistance Systems in Special Education*. Minneapolis: University of Minnesota, 1975.

Suarez, T.M. "Needs Assessments." In A. Lewy and D. Nevo (Eds.), *Evaluation Roles in Education*. London: Gordon and Breach, 1981.

Suarez, T.M. "Needs Assessment Studies." In T. Husen and T.N. Postlethwaite (Eds.), *International Encyclopedia of Education: Research and Studies*. New York: Pergamon Press, in press.

Suarez, T.M., and Cox, J.O. *An Input Evaluation of Three Technical Assistance Needs Assessment Strategies*. Chapel Hill, NC: TADS, 1981.

Suarez, T.M., and Vandiviere, P. *Evaluation: The TADS Experience* (Technical Assistance Occasional Paper Series No. 4). Chapel Hill, NC: TADS, 1981.

Suarez, T.M., Vandiviere, P., and Scroggs, C.L. *TADS Final Evaluation Report on Technical Assistance 1980-81*. Chapel Hill, NC: TADS, 1981.

APPENDIX D TADS PUBLICATIONS

TADS. A series of five slide-tape programs on the TADS model of technical assistance: "The TADS Way (Overview)," "Planning - The TADS Way (Planning)," "Weighing the Wishes (Need Assessment)," "Clearing a Spot to Start (The TA Agreement)," "The Bottom Line is Service (Service Delivery)." Chapel Hill, NC: TADS, 1977.

Trohanis, P.L. "Delivering Technical Assistance." In R. Clifford and P. Trohanis (Eds.), *Technical Assistance in Educational Settings*. Columbus: The Ohio State University Press, 1980.

Trohanis, P.L. "Technical Assistance Agency Activities and Media Improvement." *Audiovisual Instruction* 20(1975): 23-26.

Trohanis, P.L. "Technical Assistance: An Innovative Approach to Building New Partnerships in Continuing and Inservice Education." *Educational Technology* 20(1980): 30-36.

Trohanis, P.L. "Technical Assistance and the Improvement of Services to Exceptional Children." *Theory into Practice* 21(1982): 119-128.

Trohanis, P.L. and Gilkerson, L. "An Introduction to Technical Assistance." In P. Trohanis, et al. (Eds.), *Points of View*. Chapel Hill, NC: TADS and WESTAR, 1978.

Trohanis, P.L. and Goin, K. "Use of Print to Support a Big Time Program." *Audiovisual Instruction* 22(1977): 22-24.

Trohanis, P.L., and Jackson, E. "Technical Assistance to Leadership." *Educational Leadership* 37(1980): 386-389.

Trohanis, P.L., and Meidenbauer, N. "An Introduction to Media Outreach Services." *Audiovisual Instruction* 20(1975): 14-18.

Trohanis, P., Woodard, M., and Cox, J. *Consultation and the TADS Experience. (Technical Assistance Occasional Paper Series No. 2).* Chapel Hill, NC: TADS, 1981.